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ABSTRACT

A survey was conducted by the Rural Sociology Section of The Pennsylvania State University Cooperative Extension Service and the Montour County Extension Association, utilizing 323 ninth through twelfth grade in-school youth and 199 parents. Data were collected by means of a self-administered questionnaire. Three specific objectives of the survey were to help: (1) determine community needs and priorities of Danville area youth from both youth and adult viewpoints; (2) determine what, if any, suggested solutions for these perceived needs the respondents saw; and (3) provide a basis for increasing meaningful, two-way adult-youth communication in the Danville area. The data analysis is reported in two parts: the first part deals with reporting the data as they relate to the objectives, and the second part is concerned specifically with the respondents' answers related to the possible establishment and running of a Danville area Youth Center. The 32 survey findings are summarized, and tables provide the data. Appendix A contains the Youth Data and Appendix B contains the Adult Data. Copies of the questionnaires can be obtained from the Department of Rural Sociology, 204 Weaver Building, University Park, Pennsylvania 16802. (DB)

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# Youth Problems and Their Resolutions

## as viewed by the youth and by the adults of Danville, Montour County, Pennsylvania

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# YOUTH PROBLEMS AND THEIR RESOLUTION AS VIEWED BY YOUTH AND ADULTS OF DANVILLE, MONTOUR COUNTY, PENNSYLVANIA *

## Introduction

This survey was conducted by the Rural Sociology Section of The Pennsylvania State University Cooperative Extension Service and the Montour county Extension Association in cooperation with the Montour county Governor's Committee for the 1970 White House Conference on Children and Youth and the Danville area junior-senior high school system.

The study, through a previous unpublished report submitted to the committee, helped to supplement the work of the Montour county Governor's Committee in preparation of their report. More importantly, the study helped the youth and adult populations of the Danville area to begin working together to solve common problems.

## Sample and Methodology:

The sample included 323 ninth through twelfth grade in-school youth and 199 parents; a total of 522 respondents. This respondent total represents a stratified sample of approximately one-third of the in-school youth in the ninth through twelfth grades enrolled in the Danville area school system of Montour County, Pennsylvania, and their parents. These data were collected from the youth by a self-administered questionnaire during a regular school social studies class period on April 9, 1969, under the direction of trained interviewers from The Pennsylvania State University. The adult (parents or guardians; hereafter all three terms will be used interchangeably) data were collected by means of a self-administered questionnaire completed at home on either April 9 or 10, 1969. These adult questionnaires were taken home and returned to the school in a sealed envelope by the youth. The youth questionnaire was pre-tested on March 26, 1969, by 50 tenth through twelfth graders and necessary corrections made. The adult questionnaire was pre-tested by selected adult members of the county committee.

The sample was representative of the county population compared with 1960 census data in terms of rural-urban residence, size of family, and occupation of husband and/or wife. Thus, the results should reflect the opinions of the wider community rather than only of those persons sampled.

## Objectives of the Study:

There were several objectives of this study. Two general objectives were:

1. To help build a sense of "community" among Danville area residents through the interaction of nearly

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all levels of the community in planning, organizing, implementing and following through this study, and

2. To help provide a basis for the committee's report to the Governor from the 1970 Montour County Governor's Committee on Children and Youth

Three specific objectives were:

1. To help determine community needs and priorities of Danville area youth from both youth and adult points-of-view,

2. To help determine what, if any, suggested solutions for these perceived needs the respondents saw, and

3. To help provide a basis for increasing meaningful, two-way adult-youth communication in the Danville area.

The analysis of data in this report will be divided into two parts. The first part will deal with reporting the survey data as these data relate to the objectives just listed. The second part will be concerned specifically with the respondents' answers related to the possible establishment and running of a Danville area Youth Center, which the great majority of respondents saw as one way to help realize all the study objectives.

Summary of Findings:

1. Nearly two-thirds of the respondents lived within three miles of the center of Danville.[1]

2. Three-fifths of the respondents reported either no participation in organized activities or, at most, limited participation. Ninety-two percent of the adults and 96 percent of the youth reported they felt there were not enough organized activities for the young people. Youth also reported they did not feel forced to participate in them. Nearly one-third of the youth wanted to participate in additional activities but were unable to do so for a variety of reasons. Yet, perhaps somewhat contrary, slightly over one-half of the youth respondents indicated they did not have enough time just to do what they wanted to do (Appendix A, Tables 11 and 12).

3. Ninety percent or more of the ninth through twelfth grade in-school youth and the parents in our sample felt that Danville needed a youth center for the 14- to 19-year-old age grouping.

4. Approximately 60 percent of the ninth grade and about 40 percent of the upper three grades favored using the school for such a center. In contrast 33 percent of the parents favored this alternative.

5. The youth and adults who favored using the school agreed that the most useful facilities would be the gym, the athletic field, and the auditorium in that order.

6. Both adults and youth said the best building alternative for such a center at the time of the study was the old A & P store.

7. Both youth and adult respondents saw the responsibility for running such a center being placed with adult-youth management. The young persons gave youth management as a second choice, while their parents' second choice was parent management. Significant is that both favored adults and youth cooperating in assuming responsibility for the management of such a center.

8. The youth respondents generally tended to favor financing a youth center by voluntary contributions and/or regular dues,i.e., a user-fee support base. The parents were somewhat more inclined to feel that county government and/or service groups should help.

9. Youth and adults preferred a youth center to be open both afternoons and evenings or evenings only. Youth also wanted the center to be open all day during the summer. (Adults were not asked this part of the question.)

10. Youth and adults agreed on the types of activities to be offered by the center, including, in order, a snack bar, dancing, swimming, a pool table, basketball, and ping pong. Some differences were reported by grade levels but general agreement on these activities was fairly high.

11. The young persons were willing to support a center, including frequent attendance, helping to plan programs, and helping to clean and repair the facilities.

12. Both youth and adults agreed that parental control of the children we "about right." More of the youth thought parents were too strict than did the parents. (One-fourth of the parents reported a feeling that they were not strict enough with their children. Girls, particularly in ninth, tenth, and eleventh grades, felt that their parents were too strict).

13. The large majority of youth and adults reported that once guidelines were agreed upon for youth conduct, parents enforce them adequately.

14. The adults were about equally divided as to whether they should say "No" to the children more often, while 71 percent of the youth did not answer this question.

15. Both adults and youth were nearly unanimous that young people should have home responsibilities, and agreed on the kinds of tasks to be included. Interestingly, the adults thought those tasks took more time ot preform than the youth actually reported.

16. About one-third of the youth and two-fifths of the adults reported regular allowances for youth set by parents. Additional money was given by the parents as and when needed or when earned by the youth through after-school and summer work.

17. The youth and adults agreed that major problems facing the young people of this age in school were: 1) career choices; 2) deciding upon a course of study; and 3) grades.

18. Both youth and adults felt that additional school course work was desirable to learn how to fill out job applications correctly and to prepare for job interviews.

19. Nearly two-thirds of the youths especially the eleventh and twelfth grades, but only one-third of the adults thought junior and senior high school students should have the opportunity to audit non-credit courses.

20. Adults and youth differed considerably on who they felt youth should talk to for career guidance other than teachers. Four-fifths of the adults reported a clergy orientation in this regard while only two-fifths of the youth did so. The youth wanted to talk with representatives from the various career opportunities available.

21. Three-fifths of the adults were willing to discuss career opportunities in their field with young people. The adults preferred to do this on an individual basis or in small groups of three or four persons.

22. Both youth and adult respondents agreed that parents alone, or a combination of parents, friends, the school, other adults, and youth tend to help set the standards by which an individual lives. The ninth and tenth graders were more parent oriented on this item than the upper two grades.

23. Approximately three-fourths of both the adults and youth reported a generation gap. However, only 19 percent of the youth believed that it was serious and perhaps unsolvable. The remaining four-fifths of the youth indicated this could be solved by parents alone or by the parents and youths working together, and both groups agreed it was more nearly a "communication gap" than a "generation gap."

24. Over one-third of the youth reported talking with their parents about problems in general. Girls were more likely to talk with their parents than boys. Similarly, girls were also more apt to talk with their friends, about problems (particularly with boy friends in the upper grades).

25. The adult and youth respondents agreed that rural problems, urban problems, and the compulsory draft should be regulated by society rather than by individuals acting alone. Young people thought regulations of drugs should come either from society or from each person, while the adults favored society, parents or each person, setting this regulation. On the issue of premarital sex, youth felt that any regulations should come from each person, while adults favored parent-oriented or each person regulation.

26. Two-fifths of the girls said they spent their money on "just things," clothes, and entertainment, while the boys had a broader spending range, including cars and hobbies.

27. Eighty-eight percent of the youth felt they could work with other young people whose standards were different than their own. The upper grade respondents were more secure here than the ninth grade respondents, and at all grade levels, girls were more secure than boys.

28. As might be expected, steady dating patterns and access to a car generally increased as the grade level increased.

29. Eighty-six percent of the youth sample felt religion had something to offer them; more girls than boys endorsed this notion.

30. Less than one-third of the youth plan to make Danville their permanent home.

31. The young people reported spending their leisure time during the week at home, with friends, and/or in the Danville area, with girls giving more "home only" answers than boys. During the weekends, more of the youth spend some of their time outside the Danville area as well.

32. TV viewing, "messing around," visiting with friends, and playing records were the major kinds of leisure time youth activities during the week. During the weekend, the same things were done, with the addition of movies, sports, dancing, and hobbies.

GENERAL:

The study design did not include matching the responses of youth with their parents on a family-by-family basis. Parents of the young persons sampled did return a comparable completed questionnaire. A question was asked about place-of-residence (Table 1)[2] to see if a comparable youth-adult sample was obtained on this geographical indicator.

Table 1. Distance from Danville as Reported by Youth and Adult Respondents.

| Distance lived from center of Danville. | Youth N=323 % | Adults N=195* % |
|---|---|---|
| Under 1 mile | 38 | 38 |
| 1-3 miles | 28 | 26 |
| 3-5 miles | 12 | 12 |
| Over 5 miles | 22 | 24 |

*N's for each column represent the total number of respondents answering that question. Thus, the N's may vary from table to table as "No information" answers were omitted. Appendix references may vary as percentages are calculated with "no information" answers included.

The eleventh and twelfth graders in the sample lived somewhat closer to the school than did students in the ninth and tenth grades. Female respondents reported living somewhat closer to the school than the males (twelfth grade was an exception here; Appendix A Table 8). From the adult sample, the respondents where a male only answered reported living somewhat farther from the center of Danville than was reported by the other two adult respondent categories (Appendix B, Table 7).

Table 2. Youth and Adult Respondents' Participation in Organized Activity.

| Activity Participation | Youth N=323 % | Adult N=199 % |
|---|---|---|
| None reported | 26 | 42 |
| Fairly inactive | 33 | 18 |
| Fairly active | 28 | 23 |
| Extremely active | 13 | 17 |

Table 2 percentages indicate a similarity in youth-adult respondents in organized activity participation, i.e., three-fifths of all respondents reported being inactive or fairly inactive.

The husband-wife respondents reported engaging in considerably more organized activities than the other two adult respondent categories (Appendix B, Table 8). Whether "two-heads" simply remember more organizational activities to report than did their counterparts, or whether those parents who answered the questionnaire together in fact do participate in more organized activities is an interesting, but moot question in this study.

The youth were engaged in more organized "in-school" activities than in organized "out-of-school" activities. Overall, young females reported somewhat more participation in organized activities than did young males. Eleventh and twelfth graders were more engaged in organized activities than ninth and tenth graders (Appendix A, Table 10). Perhaps this occured because more organized activities are available to the upper grades and/or because they can drive to these activities. On the other hand, perhaps in the upper grades participation in organized activities is more acceptable (or required) peer group behavior than in the lower grades. These questions are interesting, but beyond the scope of the available data.

Table 3. Youth and Adult Respondents' Answers Concerning Their Feelings about the Number of Organized Activities Available in and Around Danville.

| Too many organized activities? | | Youth N=323 % | Adult N=197 % |
|---|---|---|---|
| Youth: | | | |
| Yes | | 4 | - |
| No | | 96 | - |
| Adults: | | | |
| For youth: | For adults: | | |
| Not enough | Not enough | - | 20 |
| Not enough | About right | - | 54 |
| About right | Too many | - | 18 |
| All other combinations | | - | 8 |

Table 3 indicates that 96 percent of the youth sampled and 92 percent of the adults sampled felt that there were not too many activities in and around Danville competing for the time and energies of its young people. Young females reported this feeling more strongly than did young males (Appendix A, Table 11).[3] There was little difference reported among the various adult respondent categories on this matter (Appendix B, Table 9).

Table 4. Youth and Adult Respondents' Answers to the Question, "How do you feel about parent-youth control?"

| Parent control of youth | Youth N=323 % | Adult N=195 % |
|---|---|---|
| Too strict | 14 | 4 |
| About right | 82 | 70 |
| Not strict enough | 4 | 26 |

As one might expect, Table 4 percentages reveal that more of the youth felt their parents were "too strict" than did the adults, and more of the adults felt that they were "not strict enough." Over 4 out of every 5 youth and 2 out of every 3 adults thought the amount of parental control over youth was "about right." The ninth and tenth grade respondents (particularly the girls) reported a somewhat greater feeling that their parents exercised "too strict" disipline (Appendix A, Table 22).

Table 5. Youth and Adult Respondents' Answers to the Question, "Once guidelines for youth behavior are established and agreed upon, do you feel these guidelines are enforced?"

| Guidelines enforced | Youth N=320 % | Adult N=195 % |
|---|---|---|
| Yes | 83 | 96 |
| No | 17 | 4 |

Table 5 percentages indicate that the great majority of both youth and adults felt that once guidelines for the behavior of youth are established and agreed upon, the parents do enforce such guidelines. However, youth by 4 to 1, indicated that parents did not enforce such behavior guidelines. This latter finding seems to be quite significant. Perhaps the parents were correct in their feeling of "not being strict enough" with their children (Table 4).

Table 6. Youth and Adult Respondents' Answers to the Question, "Should parents say "No" more often to their children?"

| Should parents say "No" more often? | Youth N=94 % | Adult N=195 % |
|---|---|---|
| Yes | 34 | 49 |
| No | 66 | 51 |

Seventy percent of the youth did not answer this question, but of those who did answer the Table 6 percentages indicate a further consistency with responses to the two previous questions (Table 4 and 5), i.e., nearly half of the parents expressed a need to say "No" more often to their children and one-third of the youth agree. In keeping with the majority percentages given in Tables 4 and 5, i.e., respondents reinforced their feeling that parental control of youth in Danville is "about right" and "adequately enforced."

More of the husband-wife respondents answered "yes" to this question than did the other two adult respondent categories (Appendix B, Table 22). Overall, more young females answered "yes" to this question than did the males (Appendix A, Table 24). This answer seems to be somewhat inconsistent with the findings given in Table 4. The present data do not provide an answer, but increased adult-youth communication is one avenue available.

Table 7. Youth and Adult Respondents' Answers to the Questions, "Should young persons have home responsibilities?" If yes "How much time should these responsibilities take?" and "What should these responsibilities include?"

| Should young persons have home responsibilities? | Youth N=323 % | Adult N=199 % |
|---|---|---|
| Yes | 98 | 99 |
| No | 2 | 1 |
| **How many hours per week should these responsibilities take?** | **N=316** | **N=191** |
| Less than 1 hour | 6 | 3 |
| 1-3 hours | 34 | 28 |
| 3-5 hours | 28 | 40 |
| Over 5 hours | 32 | 29 |
| **What should these responsibilities include?** | **N=313** | **N=193** |
| Own room, housework, and clothes | 8 | 7 |
| Own room, housework, clothes, and babysitting | 16 | 8 |
| Own room, lawn, and clothes | 12 | 6 |
| Own room, lawn, clothes, and housework | 12 | 20 |
| Own room, lawn, clothes, housework, and babysitting | 8 | 12 |
| Other combinations | 44 | 46 |

Near unanimity from both young and adult respondents in favor of youth having home responsibilities is indicated in Table 7.

Further, there is general agreement by youth and adults as to what these responsibilities should include and the amount of time they should take. Hopefully, this agreement is within each family, conflict could result if a young person felt 1 to 3 hours of home responsibility, which included own room, lawn, and clothes, was sufficient and the parents felt over 5 hours was a minmum amount of time to spend on somewhat more inclusive duties.

Some of the home responsibilities were "sex-typed." For example, "lawn" responsibility was seen by the males as one of their major duties, while "housework" and "babysitting" were included by the females (Appendix A, Table 26).

Table 8. Youth and Adult Respondents' Answers to the Questions, "Do you give (or receive) a set allowance?" If yes, "Who sets the allowance?" and "How do you get money in addition to or instead of an allowance?"

| Do you give or receive a set allowance? | Youth N=313 % | Adult N=191 % |
|---|---|---|
| Yes | 33 | 41 |
| No | 67 | 59 |
| If yes, who sets the allowance | N=103 | N= 80 |
| Parents | 66 | 68 |
| Parents and children | 34 | 32 |
| Money in addition to or instead of an allowance? | N=265 | N=137 |
| Money from parents | 31 | 35 |
| After school work | 18 | 13 |
| Parents and after school work | 7 | 12 |
| Summer work | 6 | - |
| Parents and summerwork | 18 | 23 |
| After school and summer work | 11 | - |
| All combinations | 9 | 17 |
| Combinations with money from parents | 53 | - |

The difference in youth-adult answers to receiving (or giving) a set allowance may be due to a difference in interpretation of the words set and allowance between youth and adult respondents. To illustrate, a majority of the youth received a part of their money in addition to or instead of an allowance from parents.[4] Some parents may give "in addition to" in a set amount, but on an irregular basis, and interpret this action as a set allowance, while the young people may not view "in addition to" money as constituting a set allowance.

About two-thirds of the respondents indicated allowances for youth are set by the parents while the remainder reported a Parent-youth setting of allowance. Additional money was obtained largely from parents, after school work and/or summer work.

Table 9. Youth and Adult Respondents' Answers to the Question, "If worked after school, how many hours per week?"

| Number of hours per week worked after school? | Youth N=113 % | Adult N=40 % |
|---|---|---|
| Less than 3-5 hours | 14 | 37 |
| 6-15 hours | 26 | 15 |
| More than 20 hours | 48 | 48 |
| No specification | 12 | - |

The majority of youth and adults did not answer the number of hours per week worked after school question (Table 9), because it was applicable only to those who worked after school for pay. However, for those who did answer, there was general agreement among adults and youth. Males worked more after school for pay than females and those in the upper grades worked more hours than those in the lower grades (Appendix A, Table 30).

Table 10. Youth and Adult Respondents' Answers to the Question, "What do you think are the major problems confronting youth in school?"

| Major School Problems for Youth. | Youth N=313 % | Adult N=181 % |
|---|---|---|
| Careers, grades, studies combination | 55 | 53 |
| All other combinations of answers | 45 | 47 |

Careers, grades, and studies represented the major problems in school for today's youth (Table 10). Other problems, such as drinking, drugs, dating, veneral disease, and so on were also considered important.[5] The next six tables will present further exploration of these "problem areas."

Table 11. Youth and Adult Respondents' Answers to the Question, "What subjects would you like to have included in school in addition to what you now have?"

| Subjects in school in addition to what you now have? | Youth N=258 % | Adult N=159 % |
|---|---|---|
| Use of credit | 4 | 31* |
| Use of bank services | - | 48 |
| Filling out job applications and preparing for an interview | 17 | 53 |
| Military obligation | 10 | 26 |
| Community service available | 9 | 33 |
| Addtional sex education course | 22 | 39** |
| All other combinations | 38 | 40 |

*Percents for adults total more than 100 because of multiple answers.
**Adults were asked about additional courses in marriage and family relatrons, so the 39 percent given reflects that topic rather than sex education.

Table 11 percentages are not directly comparable since the youth were asked for single answers while the adults could and did indicate multiple answers. Despite limitation, one finds general agreement in the answers to this question. For example, the youth wanted additional school courses in filling out job applications and preparing for a interview. The adults also favored these two areas of coursework stressing the one oriented towards employment even more strongly plus an additional course on the use of local bank services. The "real world" experience of adulthood seems to be revealed in the remainder of their answers. The youth also wanted an additional course in sex education.

Table 12. Youth and Adult Respondents' Answers to the Question, "Do you think junior and senior high school students should have the opportunity to audit non-credit courses?"

| Should young persons be given the opportunity to audit non-credit courses? | Youth N=316 % | Adult N=161 % |
|---|---|---|
| Yes | 64 | 32 |
| No | 36 | 68 |

Most of the youth wanted the opportunity for senior high school students to audit non-credit courses, while most of the adults opposed this idea (Table 12). Young females were more favorable to this idea than the males at all grade levels. This idea was increasingly favored from ninth to twelfth grade (Appendix A, Table 35).

Why this sudden area of youth-adult disagreement is manifested around this idea is not answerable from the data. Parents oppose auditing non-credit courses because they are not sure what courses would be offered; however, the course additions in Table 11 tends to rule this argument invalid. A second reason could be a fear that auditing such courses might seriously affect the grades of their children in credit courses. Another reason may be that parents feel their youngsters should receive credit for all courses taken, or that an increase in taxes might be necessary for the school to provide such offerings, or perhaps it was due to a combination of these and other considerations. This is an area of follow-up between parents, youth and school officials.

Table 13. Youth and Adult Respondents' Answers to the Question, "To whom would you send (or go) to other than teachers for help with career problems?"

| To whom for career guidance? | Youth N=265 % | Adult N=169 % |
|---|---|---|
| Medical | 12 | - |
| Agency people | 8 | - |
| Medical and agency | 6 | - |
| Skilled labors | 8 | - |
| Company personnel managers | 6 | - |
| Clergy | 10 | 10* |
| Clergy-medical | - | 7 |
| All other combinations | 49 | 83 |
| Combinations without clergy | 57 | 19 |

*Adults had access to the same categories for response as did the youth, however, adult answers clustered around clergy counseling for career problems.

Table 13 shows the large difference of youth and adult opinions concerning with whom the youth should talk, other than teachers, concerning career problems.[6] Over 4 out of every 5 adults included a member of the clergy as a viable career information source for their children, while only 1 out of every 2 youths included this source either alone or in combination. The Youth were much more oriented to seeking out individuals who were currently employed in their potential area of interest of specific counsel rather than to a clergyman. This could become an area of potential parent-child conflict. Interestingly, the upper grade youth answered more closely in line with the adult answers and were more apt to include the clergy as a primary infromation source (Appendix A, Table 36).

Table 14. Youth and Adult Respondents' Answers to the Question, "Who sets the standards young persons live by?"

| Who sets the standards? | Youth N=323 % | Adult N=195 % |
|---|---|---|
| Parents | 17 | 25 |
| Young person | 7 | - |
| Combination of friends, the child, parent, school and other adults | 76 | 75 |

Adults and youth agreed that parents alone or parents in combination with friends, the individual, school, church, and other adults help to set the standards by which a young person lives, (Table 14). "Parents alone" decline in importance from ninth through twelfth grade, but remain an important source in combination with other sources in the youths' everbroadening world. The maturing and more individual himself becomes an increasingly important source from ninth through twelfth grade (Appendix A, Table 38). These common values seem to strengthen the argument for a "communication gap" to be bridged rather than a "generation gap" per se;[7] however Table 15 would seem to contain contradictory data.

Table 15. Youth and Adult Respondents' Answers to the Question,"Do you think there is a generation gap?"

| Generation gap? | Youth N=320 % | Adult N=185 % |
|---|---|---|
| Yes | 78 | 12 |
| Yes, qualified | - | 60 |
| No, qualified | - | 3 |
| No | 21 | 25 |
| **How can it be solved?** | **N=252** | |
| No solution | 19 | -* |
| Parents solve | 35 | - |
| Youth solve | 9 | - |
| Parents and youth solve together | 37 | - |

*Adults were not asked for solutions.

Nearly four-fifths of the youth and almost three-fourths of the adults feel that a "generation gap" exists. Only one of every five youth felt that it was unsolveable. Slightly more females felt

a generation gap exists, but it was the males who felt it was beyond solution (Appendix A, Table 37).

Youth were somewhat more individual and society oriented than adults toward controlling the problem areas of drugs, premarital sex, and urban and rural problems ~~in~~ (Table 16). As expected, adults were more oriented toward some parental control, alone or in combination with other forms of control, for these problems. On the compulsory draft, adults were more favorable towards societal control, but again the youth respondents were somewhat favorable toward individual control. In the area of church attendance a majority of the youth respondents were in favor of individual control or regulation.

Table 16. Youth and Adult Respondents' Answers to the Question, "Who do you think should regulate the several areas of concern listed below?"

| Who should regulate the areas of concern listed below? | Youth | Adult |
|---|---|---|
| | % | % |
| DRUGS | N=304 | N=169 |
| Nobody | 10 | 4 |
| Each person | 28 | 18 |
| Parents | 4 | 21 |
| Society | 42 | 36 |
| Each person and society | 5 | - |
| Each person, society, and parents | 7 | 18 |
| Other combinations | 5 | 4 |
| PREMARITAL SEX | N=297 | N=169 |
| Nobody | 10 | 4 |
| Each person | 56 | 29 |
| Parents | 14 | 38 |
| Society | 6 | 1 |
| Other combinations | 14 | 28 |
| URBAN PROBLEMS | N=297 | N=165 |
| Each person | 11 | 8 |
| Society | 74 | 70 |
| Other combinations | 15 | 22 |
| COMPULSORY DRAFT | N=294 | N=159 |
| Nobody | 12 | 5 |
| Each person | 18 | 11 |
| Society | 60 | 72 |
| Other combinations | 11 | 12 |
| RURAL PROBLEMS | N=300 | N=157 |
| Each person | 13 | 11 |
| Society | 69 | 67 |
| Other combinations | 18 | 22 |

Continued

Table 16. (cont.)

| Who should regulate the areas of concern listed below? | Youth | Adult |
|---|---|---|
| | % | % |
| CHURCH ATTENDANCE | N=310 | * |
| Nobody | 8 | |
| Each person | 64 | |
| Parents | 10 | |
| Society | 5 | |
| Other combinations | 13 | |

*This question was not asked of the adult sample.

A Danville Area Youth Center:

Table 17. Youth and Adult Opinions Regarding the Need for a Youth Center for the Danville Area.

| | Grade Level | | | | | |
|---|---|---|---|---|---|---|
| Do you think Danville needs a Youth Center? | 9 N=84 % | 10 N=76 % | 11 N=96 % | 12 N=67 % | All* N=323 % | Adults N=193 % |
| Yes | 90 | 95 | 95 | 91 | 93 | 93 |
| No | 10 | 5 | 4 | 9 | 6 | 7 |

*The "Youth" column title appearing in the first sixteen tables will be replaced in all the remaining tables by the title "All." The reason for this change is due to the more detailed tables.

Ninety percent or more of all youth sampled, regardless of grade level, thought there was a definite need for a youth center in the Danville Area. This opinion was strongly supported by 93 percent of their parents (Table 17). (See Appendix B, Table 10 for differences among adult respondent groupings).

The ninth and twelfth graders did not view this need as acutely as did those young persons in tenth and eleventh grades. Perhaps this is because the ninth graders are more closely identified with the YMCA program and facilities than the other youth, while many of the twelfth graders will be leaving the Danville area shortly for further schooling, military service, and various other reasons.

Girls at all grade levels and the mothers were more likely to think Danville needed a youth center than did males. Was this because more of the current youth activities are male oriented, or possibly that mothers worry more about their daughters and sons having a place to go in town?

Responses favoring the need for a youth center were much higher when both parents or the wife alone completed the questionnaire

than when only the husband completed the questionnaire (Appendix B, Table 10).

Both youth and adults feel the need for a youth center.

Table 18. Youth and Adult Opinions Regarding Using the School for such a Center.

| Can the school be used for such a center? | Grade Level 9 N=69 % | 10 N=67 % | 11 N=85 % | 12 N=59 % | All N=280 % | Adults N=171 % |
|---|---|---|---|---|---|---|
| Yes | 78 | 52 | 42 | 51 | 55 | 33 |
| No | 22 | 48 | 58 | 49 | 45 | 67 |

The ninth grade youths responded more favorably (78 percent) toward using the school for a youth center than did the young persons in the upper three grades ([illegible]) (Table 18). More specifically the ninth and eleventh grade boys were more in favor of using the school for a youth center than were the girls but this opinion was reversed in the tenth and twelfth grades (Appendix A, Table 14).

Overall, 55 percent of the youth sampled were in favor of using the school as a youth center. Much of this approval was generated by the ninth graders. The adults were rather strongly opposed (67 percent) to using the school for a youth center (Table 18). Futhermore, when the wife completed the questionnaire alone, she was more favorable toward the idea of using the school than when the husband-wife as a team completed the questionnaire (Appendix B, Table 12). Why this difference of opinion exists between the youth and adult populations of Danville is not apparent from the data.

Table 19. Youth and Adults Who Favored Using the School and Their Opinions Regarding Useable School Facilities for a Center.

| If yes, what school facilities could be used? | 9 N=54 % | 10 N=33 % | 11 N=39 % | 12 N=28 % | All N=154 % | Adults N=56 % |
|---|---|---|---|---|---|---|
| Cafeteria | 44* | 36 | 41 | 54 | 44 | 44 |
| Auditorium | 59 | 45 | 59 | 57 | 53 | 77 |
| Gym | 76 | 97 | 85 | 100 | 87 | 96 |
| Library | 44 | 33 | 41 | 64 | 45 | 41 |
| Classroom | 20 | 18 | 20 | 36 | 23 | 16 |
| Auto Shop | 26 | 33 | 23 | 39 | 29 | 30 |
| Athletic Field | 65 | 70 | 64 | 93 | 71 | 77 |

*Multiple answers given, therefore percentages may total to more than 100 percent.

The young person at all grade levels favored use of the gym (87 percent), the athletic field (71 percent), and the auditorium (53 percent) (Table 19). The ninth and twlefth grade youth favored use of the library as the other three facilities just mentioned, and the boys at all grade levels favored use of the auto shop. Additionally, the eleventh and twelfth grade girls favored the use of the auto shop.

Those parents who favored use of the school as a possible youth center were similar to the youth in their thinking about what facilities might be used. The parents were slightly more favorable toward use of the auditorium, the gym, the athletic field and the auto shop while less favorable toward use of the classrooms and the library than were the young people. More specifically, the husband responding alone was less favorable to use of the cafeteria, auditorium, library, auto shop and athletic field facilities than were the wife alone respondents or the husband-wife respondents (Appendix B, Table 15).

Table 20. Youth and Adult Opinions Regarding Buildings, other than the school, as suitable for a Youth Center.

| | Grade Level | | | | | |
|---|---|---|---|---|---|---|
| If no, what building | 9 N=34 % | 10 N=38 % | 11 N=63 % | 12 N=38 % | All N=173 % | Adults N=141 % |
| Armory | 21 | 24 | 21 | 11 | 18 | 20 |
| A & P | 47 | 53 | 59 | 53 | 54 | 58 |
| Other | 32 | 23 | 20 | 36 | 28 | 22 |

All youths and adults who favored some building other than the school for a possible youth center suggested the A & P and the Armory in order from more to less favorable.

As might be expected from the rather low percentage (33 percent) of the parents favoring use of the school for a youth center, slightly more parents favored using the A & P store building than did the youth (Table 20).

Table 21. Youth and Adult Opinions Regarding What Age Grouping the Center Should Be Established To Serve

| | Grade Level | | | | | |
|---|---|---|---|---|---|---|
| What age groups? | 9 N=68 % | 10 N=66 % | 11 N=87 % | 12 N=60 % | All N=281 % | Adults N=180 % |
| 10-19 | 25 | 26 | 7 | 15 | 17 | 33 |
| 14-19 | 43 | 41 | 57 | 60 | 51 | 43 |
| 14-17 | 26 | 15 | 6 | 2 | 13 | 17 |
| 16-19 | 6 | 18 | 31 | 17 | 20 | 7 |

Both youth (51 percent) and adult (43 percent) opinions agreed in that if a center is established, it should primarily be for the 14-19 year old age grouping (Table 21). The adults were also twice as favorable for the wider range of 10-19 years of age using the center (Table 21).

The wife alone was more favorable toward the 14-19 year old age grouping than were the husband alone or husband-wife respondents. The husband-wife respondents were more favorable toward the 14-17 year old age grouping than were the husband alone or the wife alone respondents (Appendix B, Table 11).

Table 22. Youth and Adult Opinions Regarding When Such a Center Should Be Open

| What hours should such a center be open | Grade Level 9 % | 10 % | 11 % | 12 % | All % | Adults % |
|---|---|---|---|---|---|---|
| School Year | | | | | | |
| Weekdays | N=52 | N=60 | N=77 | N=56 | N=245 | |
| Afternoon | 10 | 7 | 1 | 4 | 4 | - |
| Evening | 10 | 17 | 25 | 25 | 20 | - |
| Both | 78 | 73 | 71 | 66 | 73 | - |
| All day | 2 | 3 | 3 | 5 | 3 | - |
| Fridays & Saturday | N=54 | N=61 | N=79 | N=57 | N=251 | |
| Afternoon | 6 | 7 | - | 2 | 2 | - |
| Evening | 15 | 15 | 22 | 19 | 18 | - |
| Both | 48 | 48 | 44 | 38 | 45 | - |
| All day | 31 | 31 | 34 | 41 | 35 | - |
| Sunday | N=40 | N=52 | N=66 | N=49 | N=207 | |
| Afternoon | 38 | 25 | 27 | 18 | 27 | - |
| Evening | 7 | 8 | 15 | 4 | 9 | - |
| Both | 48 | 60 | 44 | 71 | 51 | - |
| All day | 7 | 8 | 14 | 6 | 9 | - |
| Summer | | | | | | |
| Weekdays | N=57 | N=63 | N=79 | N=57 | N=256 | |
| Afternoon | 4 | 5 | - | 2 | 2 | - |
| Evening | 2 | 8 | 9 | 5 | 6 | - |
| Both | 28 | 21 | 28 | 28 | 25 | - |
| All day | 67 | 67 | 63 | 65 | 66 | - |
| Friday & Saturday | N=50 | N=62 | N=78 | N=54 | N=244 | |
| Afternoon | 8 | 5 | 1 | 2 | 4 | - |
| Evening | 10 | 6 | 18 | 7 | 11 | - |
| Both | 22 | 27 | 17 | 28 | 24 | - |
| All day | 60 | 62 | 64 | 63 | 61 | - |

Continued

Table 22. (cont.)

| What hours should such a center be open? | Grade Level 9 % | 10 % | 11 % | 12 % | All % | Adults % |
|---|---|---|---|---|---|---|
| Summer | | | | | | |
| Sunday | N=39 | N=52 | N=66 | N=46 | N=203 | |
| Afternoon | 26 | 19 | 26 | 15 | 15 | - |
| Evening | 5 | 2 | 15 | 2 | 2 | - |
| Both | 56 | 67 | 39 | 74 | 72 | - |
| All day | 13 | 12 | 20 | 7 | 11 | - |
| Adults: hours in general | | | | | | |
| Weekdays | | | | | | N=148 |
| Afternoon | | | | | | 1 |
| Evenings | | | | | | 68 |
| Both | | | | | | 30 |
| All day | | | | | | 1 |
| Friday & Saturday | | | | | | N=172 |
| Afternoon | | | | | | 1 |
| Evening | | | | | | 58 |
| Both | | | | | | 31 |
| All day | | | | | | 10 |
| Sunday | | | | | | N=94 |
| Afternoon | | | | | | 45 |
| Evening | | | | | | 11 |
| Both | | | | | | 43 |
| All day | | | | | | 2 |

The youth of the Danville area favored the following times for a youth center to be opened during the school year: Weekdays, after school and evenings (73 percent) or evening only (20 percent); Friday and Saturday, afternoon and evening (45 percent), evening only (18 percent); or all day (35 percent); Sunday, afternoon and evening (55 percent) (Table 22). During the summer, the young people thought the center should be open: Weekdays, all day (66 percent), or afternoons and evenings (25 percent); Friday and Saturday afternoon and evening (24 percent) or all day (61 percent); Sunday, afternoon and evening (72 percent) (Table 22).

More specifically, the upper three grades were more favorable to "evening only" for the weekdays during the school year than were the ninth graders. Perhpas, this is because of more after school activities for the senior high students and/or work opportunities. On Fridays and Saturdays, a majority of the ninth graders tended to favor evenings only, while the upper three grade respondents had rather equal breaks among their choices for evening, afternoons, and afternoons and evenings, or all day.

During the summer, the ninth graders preferred an afternoons and evenings schedule, while the other youth respondents preferred an all day schedule for the youth center. The exception being Sunday, when an afternoon-evening schedule was preferred by a majority of all youth.

The adults were asked only when they thought such a center should be open; not specifically whether there should be a difference during the school year and summer hours. The parents indicated a stronger preference for evening only (68 percent) and a lesser preference for both afternoon and evening (30 percent) than did their youth. There were similar differences of opinions between the youth and adults for Friday and Saturday and Sunday times (Table 22). Moreover, all categories of parents were in general agreement on these times.

Table 23. Youth and Adult Opinions Regarding the Kinds of Activities that Such a Youth Center Should Offer.

| What activities should be offered | Grade Levels 9 N=84 % | 10 N=76 % | 11 N=96 % | 12 N=67 % | All N=323 % | Parents N=193 % |
|---|---|---|---|---|---|---|
| Library | 45* | 37 | 52 | 62 | 47 | 43 |
| Snack Bar | 70 | 76 | 89 | 88 | 79 | 81 |
| Pool Table | 65 | 76 | 78 | 72 | 73 | 64 |
| Dancing | 70 | 71 | 86 | 91 | 78 | 90 |
| Darts | 31 | 45 | 35 | 28 | 37 | 53 |
| Ping Pong | 62 | 66 | 61 | 59 | 62 | 73 |
| Hobby Center | 33 | 49 | 43 | 47 | 41 | 52 |
| Basketball | 64 | 71 | 60 | 59 | 64 | 49 |
| Shuffleboard | 25 | 36 | 28 | 25 | 29 | 53 |
| Swimming | 76 | 78 | 73 | 84 | 74 | 41 |
| Others | 23 | 21 | 22 | 50 | 26 | 9 |

*Multiple answers are given, therefore percentages may total to more than 100 percent.

The most favorable activities were the snack bar (79 percent), dancing (78 percent), swimming (74 percent), pool table (73 percent), basketball (64 percent), and ping pong (62 percent) (Table 23).. The eleventh and twelfth grade youth were much more favorable toward a snack bar and dancing than were their ninth and tenth grade counterparts. As might be expected, a higher percentage of girls at all grade levels were more favorable to dancing than were the boys. Basketball was favored by a higher percentage of ninth and tenth graders than by the eleventh and twelfth graders. About one-half of the upper three grade level youth favored a hobby center as opposed to about one-third of the ninth grade youth (Appendix A, Table 20).

The parents felt more favorable towards the activities of

dancing (90 percent), darts (53 percent), ping pong (73 percent), a hobby center (52 percent), and shuffleboard (53 percent), than the youth. The adults felt less favorable about a pool table (64 percent), basketball (49 percent), and swimming (41 percent) than did the youth. The "husband alone" respondents were less favorable toward a snack bar, pool table, and dancing, and more favorable toward a library and shuffleboard than were the other two respondent categories. The "wife alone" respondents were more favorable toward a snack bar and dancing and less favorable towards the library, darts, shuffleboard, and swimming than were the other two categories of respondents. When both husband and wife responded as a team they were more favorable than their counterparts to a pool table, darts, ping pong, and basketball (Appendix B, Table 16).

Table 24. Youth and Adult Opinions Regarding Who Should Be Responsible for Such a Youth Center.

| | Grade Level | | | | | |
|---|---|---|---|---|---|---|
| Who should be responsible for such a center? | 9 N=84 % | 10 N=76 % | 11 N=96 % | 12 N=67 % | All N=323 % | Adults N=193 % |
| Youth and Adults | 54* | 55 | 53 | 70 | 59 | 69 |
| Parents | 2 | 7 | 6 | 7 | 6 | 22 |
| Youth | 10 | 22 | 19 | 15 | 16 | 8 |
| Other Adults | 20 | 22 | 11 | 4 | 15 | 17 |
| Others | 10 | 9 | 5 | 16 | 10 | 11 |

*Multiple answers are given, therefore percentages may total to more than 100 percent.

All grade levels and adults reported favoring the responsibility for the running of such a center being placed in the hands of a youth-adult management set-up however, the twelfth grade youth expressed a much stronger opinion for this management alternative (70 percent) than did the other three grade levels (Table 24). The ninth and tenth graders indicated their second preference for "other adults' management," while the upper three grades respondents (tenth grade tied for 22 percent each in the "other adults" and "youth") expressed second preferences for "youth management."

The adults endorsed even more strongly than the youth (69 percent) the idea of youth-adult management. Parents more strongly favored parents management than did the youth.

The "husband alone" respondents were less in favor of adult-youth or parent management and more in favor of youth management than were their parent counterparts. The husband=wife respondents were more favorable toward parents or other adults management than were the other two categories of parent respondents (Appendix B, Table 17).

Table 25. Youth and Adult Opinions Regarding How Such a Center Should be Financed.

| How should such a center be financed? | Grade Level 9 N=84 % | 10 N=76 % | 11 N=96 % | 12 N=67 % | All N=323 % | Adults N=193 % |
|---|---|---|---|---|---|---|
| Taxes | 21* | 26 | 29 | 36 | 28 | 42 |
| Admission | 18 | 11 | 24 | 31 | 21 | - |
| Regular dues | 40 | 43 | 56 | 46 | 47 | 23 |
| Voluntary contributions | 40 | 61 | 44 | 67 | 51 | - |
| Other | 5 | 8 | 4 | 12 | 7 | 35 |

*Multiple answers are given, therefore percentages may total to more than 100 percent.

The young persons said they favored either voluntary contributions (51 percent) or regular dues (47 percent) to finance such a center. Taxes as a method of financing the youth center was endorsed in ever-increasing percentages from ninth through twelfth grade (Table 25).

A higher percentage of all girl respondents favored voluntary contributions and regular dues for financing while a higher percentage of the males favored either taxes or admission.

Parent respondents tended to favor a tax support or service group support for financing the youth center. In other words, the parents tended to favor a broad-faced community finance plan while the youth favored a more individually oriented "user" plan.

Table 26. Youth Opinions Regarding the Ways They Would be Willing to Support Such a Center.

| How would you support such a center? | Grade Level 9 N=84 % | 10 N=76 % | 11 N=96 % | 12 N=67 % | All N=323 % |
|---|---|---|---|---|---|
| Frequent attendance | 45* | 54 | 74 | 75 | 62 |
| Manning snack bar | 42 | 55 | 50 | 43 | 48 |
| Cleaning | 18 | 28 | 35 | 42 | 30 |
| Repairing | 20 | 16 | 16 | 28 | 20 |
| Planning | 39 | 36 | 49 | 61 | 46 |
| Control & supervision | 18 | 36 | 25 | 33 | 27 |
| Fund Raising | 45 | 46 | 56 | 57 | 51 |
| Other | 1 | 5 | 3 | 10 | 5 |

*Multiple answers are given, therefore, percentages may total to more than 100 percent.

The following responsibilities were indicated by the young persons as ones they would be willing to assume in order to help insure success for such a center at as low-cost as possible: Frequent attendance (62 percent) (particularly the eleventh and twelfth graders); fund raising (51 percent) (again the eleventh and twelfth graders) manning the snack bar (48 percent) (the tenth graders were most favorable to this alternative); planning for the various program activities (46 percent) (the eleventh and particularly the twelfth graders were more favorable), cleaning (30 percent) (ninth graders were very low in expressing this kind of support, but eleventh and twelfth graders were quite high); and control and supervision (27 percent) (the tenth and twelfth graders were most willing to accept this challenge) (Table 26).

Girls were somewhat more willing to clean, plan programs, help raise funds, attend frequently and man the snack bar, while the boys were somewhat more willing to repair, and control and supervise. Fewer ninth graders pledged support by frequent attendance than did the upper grades, which may reinforce the notion of their closer identification with the YMCA program mentioned earlier.

FOOTNOTES

1. Appendices A and B contain the data from which the report findings were taken. Copies of the questionnaires (both adult and youth) can be obtained from the Department of Rural Sociology, 204 Weaver Building, University Park, Pennsylvania 16802.

2. The slightly discrepancies among the percentages in Table 1 may have resulted from the difference in wording of the youth and adult questions. The youth were asked, "How far do you live from the school?" while the adults were asked, "How far do you live from the center of Danville?" Both nearby so the discrepancies may have offerred for this reason, but this did not invalidate the youth-adult sample fit.

3. Appendix A, Table 11 indicates that young females felt less pressure to participate in organized activities than did young males. Nearly one-third of the sample reported a desire for the availability of additional organized activities. But also, 52 percent of the young people reported feeling they did not have enough time to "just do what they wanted to do." (Appendix A, Table 12).

4. Fifty-one percent of the adults said they helped their children set guidelines for the spending of their allowance and/or income, while 43 percent stated they did not (Appendix B, Table 28). A majority of the young females reported they spent their money mainly on "things," clothes, and entertainment, while most males spent their money on a broader range of items, including sporting equipment, automobiles and/or accessories (Appendix A, Table 31).

5. For all areas of "problems," the youth indicated they talked over such problems with parents, friends, and counselors in that order. Young females indicated a greater tendency to talk with their parents and friends than the males. Males reported a somewhat greater tendency to talk with a counselor than females. Friends become a more important "talk over" source for the upper grade respondents than for the lower grades. Conversely, parents remained a major "talk over" source across all grade levels, but became relatively less important in the upper grades (Appendix A, Table 33).

6. Sixty percent of the adult respondents indicated their willingness to discuss the rewards and hardships of their chosen fields with young people, preferably on an individual basis or in small groups (3 or 4) rather than speaking to a larger group (Appendix B, Table 32). Open-ended comments on many questionnaires showed that the adults did not realize youth had questions of this nature while youth did not realize adults were willing to talk with them seriously about their careers. A file of such persons is to be developed by the school guidance counselor for use with Danville area youth.

7. We find that a great majority of the youth felt they could work

with other young people whose standards differ from theirs. More females than males at all grade levels indicated their tolerance, and tolerance increased from ninth to twelfth grades (Appendix A, Table 39). Similarly, more females than males at all grade levels indicated religion had something personal for them and it was increasingly more important from ninth to twelfth grade (Appendix A, Table 42).

# APPENDICES

APPENDIX A - YOUTH DATA ONLY

Table 1. Youth Respondents by Respondent Categories

| | 9 N=84 | 10 N=76 | 11 N=96 | 12 N=67 | All Grades N=323 |
|---|---|---|---|---|---|
| Sex | % | % | % | % | % |
| Males | 52 | 58 | 47 | 52 | 52 |
| Females | 48 | 42 | 53 | 48 | 48 |
| Percentage of Total Sample | 26 | 24 | 30 | 21 | 101 |

Table 2. Age Distributions of Respondents as Reported by Respondent Categories

| | 9 N=84 | | 10 N=76 | | 11 N=96 | | 12 N=67 | | All Grades N=323 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | M | F | M | F | M | F | M | F | Total |
| | N's=44 | 40 | 44 | 32 | 45 | 51 | 35 | 32 | 168 | 155 | 323 |
| Ages | % | % | % | % | % | % | % | % | % | % | % |
| 14 | 46 | 60 | | | | | | | 12 | 16 | 14 |
| 15 | 39 | 35 | 59 | 72 | | | | | 25 | 24 | 24 |
| 16 | 13 | 5 | 30 | 25 | 67 | 65 | | | 30 | 27 | 28 |
| 17 | | | 9 | 3 | 29 | 27 | 71 | 66 | 25 | 23 | 24 |
| 18 | | | | | 4 | 8 | 23 | 34 | 6 | 10 | 8 |
| 19 | | | 2 | | | | 6 | | 1 | | 1 |
| No Information | 2 | | | | | | | | 1 | | 1 |
| Average Age of Youth in Sample | 14.6 | 14.5 | 16.0 | 15.3 | 16.4 | 16.4 | 17.4 | 17.3 | 16.2 | 15.3 | 15.8 |

Table 3. High School Courses Taken as Reported by Respondents

| | 9 N=84 | | 10 N=76 | | 11 N=96 | | 12 N=67 | | All Grades N=323 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | M | F | M | F | M | F | M | F | Total |
| | N's=44 | 40 | 44 | 32 | 45 | 51 | 35 | 32 | 168 | 155 | 323 |
| Course Taken | % | % | % | % | % | % | % | % | % | % | % |
| College Prep. | 42 | 53 | 48 | 28 | 64 | 35 | 71 | 78 | 55 | 47 | 52 |
| Business | 20 | 28 | 25 | 50 | 9 | 49 | 11 | 9 | 20 | 35 | 26 |
| General | 26 | 20 | 25 | 22 | 27 | 16 | 11 | 13 | 22 | 18 | 20 |
| Vocational | 6 | | | | | | 6 | | 1 | | 1 |
| No Information | 7 | | 2 | | | | | | 1 | | 1 |

Table 4. Respondents' Classifications of Father's and Mother's Formal Education Attainment

| | 9 N=84 | | 10 N=76 | | 11 N=96 | | 12 N=67 | | All Grades N=323 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | M | F | M | F | M | F | M | F | Total |
| N's= | 44 | 40 | 44 | 32 | 45 | 51 | 35 | 32 | 168 | 155 | 323 |
| Father's Formal Educational Attainment | % | % | % | % | % | % | % | % | % | % | % |
| Less Than 8 Grades | 13 | 12 | 2 | 6 | 4 | 12 | 3 | 6 | 6 | 10 | 8 |
| 9-11 Grades | 33 | 25 | 30 | 39 | 32 | 36 | 23 | 38 | 30 | 34 | 32 |
| 12 Grade | 29 | 49 | 36 | 29 | 40 | 32 | 43 | 22 | 38 | 33 | 35 |
| Trade School | 2 | 2 | 18 | 6 | 9 | 10 | 17 | 6 | 11 | 6 | 9 |
| 1-3 Years College | 2 | 7 | 9 | 2 | 9 | 1 | 3 | 9 | 4 | 5 | 4 |
| College Degree | 8 | - | 5 | 6 | 4 | 4 | 11 | 19 | 7 | 7 | 7 |
| No Information | 13 | 5 | - | 12 | 2 | 5 | - | - | 4 | 5 | 5 |
| Mother's Formal Educational Attainment | % | % | % | % | % | % | % | % | % | % | % |
| Less Than 8 Grades | 4 | 5 | 5 | 9 | 7 | 4 | 4 | 6 | 4 | 6 | 5 |
| 9-11 Grades | 26 | 27 | 32 | 22 | 27 | 35 | 23 | 22 | 26 | 28 | 27 |
| 12 Grade | 50 | 53 | 48 | 50 | 49 | 45 | 51 | 38 | 50 | 46 | 48 |
| Trade School | 4 | 3 | 2 | 2 | 9 | 2 | 6 | 6 | 5 | 3 | 4 |
| 1-3 Years College | 4 | 5 | 9 | 6 | 7 | 8 | 9 | 9 | 7 | 7 | 7 |
| College Degree | 2 | 5 | 5 | 2 | 2 | 6 | 11 | 19 | 5 | 7 | 6 |
| No Information | 11 | 2 | - | 9 | - | - | - | - | 3 | 3 | 3 |

Table 5. Parents Employment Status as Reported by Respondent Categories

| | 9 N=84 | | 10 N=76 | | 11 N=96 | | 12 N=67 | | All Grades N=323 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | M | F | M | F | M | F | M | F | Total |
| N's= | 44 | 40 | 44 | 32 | 45 | 51 | 35 | 32 | 168 | 155 | 323 |
| Employment Status | % | % | % | % | % | % | % | % | % | % | % |
| Both Self-Employed | 2 | - | 9 | 2 | - | - | - | 3 | 3 | 1 | 2 |
| Father Yes, Mother No | 14 | 7 | 18 | 12 | 9 | 8 | 14 | 6 | 14 | 8 | 11 |
| Father No, Mother Yes | 2 | - | 2 | - | - | 1 | 3 | - | 2 | 1 | 1 |
| Neither Self-Employed | 82 | 91 | 67 | 80 | 91 | 83 | 83 | 91 | 80 | 85 | 83 |
| No Information | - | 2 | 4 | 6 | - | 8 | - | - | 1 | 5 | 3 |

Table 6. Respondents' Classifications of Father's and Mother's Occupational Categories According to Census Classifications

| | 9 N=84 | | 10 N=76 | | 11 N=96 | | 12 N=67 | | All Grades N=323 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | M | F | M | F | M | F | M | F | Total |
| | N's=44 | 40 | 44 | 32 | 45 | 51 | 35 | 32 | 168 | 155 | 323 |
| Father's Occupation | % | % | % | % | % | % | % | % | % | % | % |
| Deceased, Retired, or Unemployed | 2 | 2 | 5 | 12 | 4 | 8 | 9 | 3 | 5 | 6 | 5 |
| Professional | 14 | 13 | 5 | - | 7 | 6 | 14 | 13 | 10 | 8 | 9 |
| Farm Owner | 18 | 13 | 11 | 22 | 9 | 12 | 11 | 19 | 12 | 16 | 14 |
| Manager | 2 | 8 | 16 | 10 | 7 | 4 | 29 | 16 | 12 | 9 | 11 |
| Sales and Clerical | 9 | - | 2 | 6 | 7 | 8 | 3 | 3 | 5 | 4 | 5 |
| Craftsman | 7 | 13 | 14 | 16 | 28 | 18 | 9 | 6 | 15 | 14 | 14 |
| Operator | 14 | 20 | 16 | 26 | 7 | 12 | 6 | 9 | 10 | 16 | 14 |
| Service | 2 | 8 | 9 | 3 | 9 | 4 | 3 | 3 | 6 | 4 | 5 |
| Labor | 23 | 22 | 23 | 3 | 22 | 25 | 17 | 28 | 23 | 21 | 22 |
| No Information | 9 | 2 | - | 3 | - | 3 | - | - | 2 | 2 | 2 |
| Mother's Occupation | % | % | % | % | % | % | % | % | % | % | % |
| Deceased, Retired, Unemployed, or Homemaker | 32 | 44 | 41 | 30 | 30 | 42 | 27 | 45 | 35 | 43 | 40 |
| Professional | 11 | 10 | 5 | 6 | 7 | 8 | 14 | 12 | 9 | 9 | 9 |
| Farm Owner | 2 | - | - | 6 | 2 | - | - | 3 | 1 | 1 | 1 |
| Manager | - | - | 7 | - | 2 | - | - | - | 1 | - | 1 |
| Sales and Clerical | 20 | 10 | 11 | 10 | 10 | 12 | 20 | 12 | 16 | 11 | 14 |
| Craftsman | - | - | 2 | 2 | 2 | - | - | - | 1 | 1 | 1 |
| Operator | 2 | 10 | 2 | 2 | 3 | 2 | - | - | 1 | 4 | 2 |
| Service | 10 | 12 | 9 | 15 | 14 | 12 | 27 | 12 | 13 | 12 | 13 |
| Labor | 5 | 7 | 14 | 14 | 9 | 19 | 5 | 10 | 10 | 11 | 10 |
| No Information | 18 | 7 | 9 | 15 | 9 | 3 | 8 | 6 | 13 | 8 | 10 |

Table 7. Numbers of Brothers and/or Sisters Currently Living at Home as Reported by Respondent Categories

| | 9 N=84 | | 10 N=76 | | 11 N=96 | | 12 N=67 | | All Grades N=323 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | M | F | M | F | M | F | M | F | Total |
| | N's=44 | 40 | 44 | 32 | 45 | 51 | 35 | 32 | 168 | 155 | 323 |
| Numbers of Brothers and Sisters at Home | % | % | % | % | % | % | % | % | % | % | % |
| | 9 | 17 | 14 | 13 | 13 | 17 | 20 | 16 | 14 | 16 | 14 |
| | 26 | 20 | 24 | 22 | 17 | 24 | 28 | 31 | 24 | 23 | 24 |
| | 30 | 27 | 16 | 22 | 27 | 26 | 22 | 25 | 23 | 25 | 25 |
| | 9 | 10 | 16 | 25 | 17 | 14 | 16 | 22 | 14 | 17 | 16 |
| | 11 | 7 | 11 | 9 | 22 | 6 | 3 | - | 12 | 6 | 9 |
| | 11 | 7 | 9 | - | 2 | 10 | 3 | 3 | 7 | 6 | 6 |
| or More | 4 | 12 | 10 | 9 | 2 | 4 | 8 | 3 | 6 | 7 | 6 |

Table 8. Distances from School as Reported by Respondent Categories

| | 9 N=84 | | 10 N=76 | | 11 N=96 | | 12 N=67 | | All Grades N=323 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | M | F | M | F | M | F | M | F | Total |
| N's= | 44 | 40 | 44 | 32 | 45 | 51 | 35 | 32 | 168 | 155 | 323 |
| Distance from School | % | % | % | % | % | % | % | % | % | % | % |
| Less than 1 Mile | 32 | 33 | 30 | 34 | 42 | 55 | 41 | 34 | 36 | 40 | 38 |
| 1-3 Miles | 18 | 33 | 34 | 19 | 22 | 25 | 34 | 38 | 27 | 28 | 28 |
| 3-5 Miles | 18 | 10 | 11 | 22 | 18 | 2 | 14 | 6 | 15 | 9 | 12 |
| Over 5 Miles | 32 | 25 | 25 | 25 | 18 | 18 | 11 | 22 | 22 | 23 | 22 |

Table 9. Respondents' Answers to the Question, "How Do You Usually Come to School?"

| | 9 N=84 | | 10 N=76 | | 11 N=96 | | 12 N=67 | | All Grades N=323 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | M | F | M | F | M | F | M | F | Total |
| N's= | 44 | 40 | 44 | 32 | 45 | 51 | 35 | 32 | 168 | 155 | 323 |
| Method of School Transportation | % | % | % | % | % | % | % | % | % | % | % |
| Bus | 52 | 48 | 41 | 59 | 40 | 43 | 29 | 41 | 41 | 47 | 44 |
| Car | 11 | 10 | 34 | 16 | 31 | 22 | 57 | 38 | 32 | 20 | 26 |
| Walk | 36 | 40 | 25 | 25 | 29 | 35 | 14 | 22 | 27 | 32 | 29 |
| No Information | 2 | - | - | - | - | - | - | - | 1 | - | 1 |

Table 10. Respondents' Answers to the Questions, "How Many Activities, Both In-School and after School, Do You Participate In?"

| | 9 N=84 | | 10 N=76 | | 11 N=96 | | 12 N=67 | | All Grades N=323 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | M | F | M | F | M | F | M | F | Total |
| N's= | 44 | 40 | 44 | 32 | 45 | 51 | 35 | 32 | 168 | 155 | 323 |
| In-School Activities | % | % | % | % | % | % | % | % | % | % | % |
| 0 | 14 | 13 | 34 | 41 | 16 | 16 | 17 | - | 20 | 17 | 19 |
| 1 | 29 | 38 | 32 | 29 | 32 | 30 | 8 | 13 | 26 | 28 | 27 |
| 2 | 28 | 15 | 18 | 9 | 18 | 14 | 17 | 13 | 21 | 14 | 18 |
| 3 | 14 | 13 | 7 | 9 | 16 | 11 | 30 | 3 | 16 | 9 | 12 |
| 4 | 11 | 13 | 2 | 3 | 11 | 18 | 8 | 15 | 8 | 13 | 10 |
| 5 | 4 | 8 | 7 | 9 | 7 | 11 | 20 | 56 | 9 | 19 | 14 |

Table 10. (Continued)

| | 9 N=84 | | 10 N=76 | | 11 N=96 | | 12 N=67 | | All Grades N=323 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | M | F | M | F | M | F | M | F | Total |
| N's= | 44 | 40 | 44 | 32 | 45 | 51 | 35 | 32 | 168 | 155 | 323 |
| After School Activities | % | % | % | % | % | % | % | % | % | % | % |
| ) | 18 | 23 | 36 | 47 | 53 | 35 | 34 | 19 | 36 | 31 | 33 |
| - | 47 | 33 | 46 | 23 | 34 | 45 | 35 | 43 | 39 | 37 | 38 |
| ? | 24 | 34 | 9 | 18 | 9 | 14 | 17 | 19 | 16 | 21 | 18 |
| 3 | 7 | 8 | 7 | 9 | 4 | 6 | 8 | 16 | 7 | 9 | 8 |
| + or More | 4 | 2 | 2 | 3 | - | - | 6 | 3 | 3 | 2 | 2 |

Table 11. Respondents' Answers to the Questions Regarding Participation in and Their Feelings Towards Organized Activities

| | 9 N=84 | | 10 N=76 | | 11 N=96 | | 12 N-67 | | All Grades N=323 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | M | F | M | F | M | F | M | F | Total |
| N's= | 44 | 40 | 44 | 32 | 45 | 51 | 35 | 32 | 168 | 155 | 323 |
| Too Many Organized Activities | % | % | % | % | % | % | % | % | % | % | % |
| Yes | 7 | - | 4 | 3 | 9 | - | 6 | 3 | 7 | 1 | 4 |
| No | 93 | 100 | 94 | 97 | 91 | 100 | 94 | 97 | 93 | 99 | 96 |
| Do You Feel "Forced" Into Activities | % | % | % | % | % | % | % | % | % | % | % |
| Yes | 20 | 10 | 16 | 3 | 16 | 8 | 17 | 6 | 17 | 7 | 12 |
| No | 80 | 90 | 84 | 97 | 84 | 92 | 83 | 94 | 83 | 93 | 88 |
| Any Activity In or Out of School You Would Like to Participate In? | % | % | % | % | % | % | % | % | % | % | % |
| Yes | 29 | 45 | 22 | 25 | 37 | 26 | 24 | 44 | 28 | 34 | 31 |
| No | 69 | 52 | 71 | 72 | 56 | 60 | 70 | 50 | 67 | 59 | 63 |
| No Information | 2 | 3 | 7 | 3 | 7 | 14 | 6 | 6 | 5 | 7 | 6 |

Table 12. Respondents' Answers to the Question, "Do You Have Enough Time to Just "Do What you Want to Do?"

| | 9 N=84 | | 10 N=76 | | 11 N=96 | | 12 N=67 | | All Grades N=323 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | M | F | M | F | M | F | M | F | Total |
| N's= | 44 | 40 | 44 | 32 | 45 | 51 | 35 | 32 | 168 | 155 | 323 |
| Enough Free Time | % | % | % | % | % | % | % | % | % | % | % |
| Yes | 50 | 50 | 50 | 53 | 53 | 45 | 43 | 44 | 49 | 47 | 48 |
| No | 50 | 50 | 50 | 47 | 47 | 53 | 57 | 56 | 51 | 53 | 52 |

Table 13. Respondents' Answers to the Question, "Do You Think Danville Needs a Youth Center?"

| | 9 N=84 | | 10 N=76 | | 11 N=96 | | 12 N=67 | | All Grades N=323 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | M | F | M | F | M | F | M | F | Total |
| N's= | 44 | 40 | 44 | 32 | 45 | 51 | 35 | 32 | 168 | 155 | 323 |
| Do You Feel Danville Needs a Youth Center? | % | % | % | % | % | % | % | % | % | % | % |
| Yes | 89 | 92 | 93 | 97 | 90 | 100 | 89 | 94 | 90 | 96 | 93 |
| No | 11 | 8 | 7 | 3 | 8 | - | 11 | 6 | 10 | 4 | 7 |

Table 14. Respondents' Answers to the Questions, "Do You Think the School Could be Used for Such a Center, and 'If Yes - What Facilities Might be Used?'"

| | 9 N=84 | | 10 N=76 | | 11 N=96 | | 12 N=67 | | All Grades N=323 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | M | F | M | F | M | F | M | F | Total |
| N's= | 44 | 40 | 44 | 32 | 45 | 51 | 35 | 32 | 168 | 155 | 323 |
| If School Considered Do You Think Good Idea? | % | % | % | % | % | % | % | % | % | % | % |
| Yes | 66 | 62 | 43 | 50 | 40 | 35 | 28 | 64 | 45 | 50 | 48 |
| No | 20 | 15 | 41 | 44 | 42 | 59 | 58 | 27 | 39 | 39 | 39 |
| No Information | 14 | 23 | 16 | 6 | 18 | 6 | 14 | 9 | 16 | 11 | 13 |

'able 14. (Continued)

| | 9 N=84 | | 10 N=76 | | 11 N=96 | | 12 N=67 | | All Grades N=323 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | M | F | M | F | M | F | M | F | Total |
| N's= | 44 | 40 | 44 | 32 | 45 | 51 | 35 | 32 | 168 | 155 | 323 |
| f Yes, What Facilities? | % | % | % | % | % | % | % | % | % | % | % |
| afeteria* | 40 | 50 | 44 | 27 | 35 | 47 | 67 | 47 | 43 | 44 | 44 |
| uditorium* | 53 | 67 | 56 | 33 | 45 | 53 | 56 | 58 | 52 | 54 | 53 |
| ym* | 80 | 71 | 94 | 100 | 85 | 84 | 100 | 100 | 87 | 87 | 87 |
| ibrary* | 40 | 50 | 39 | 27 | 25 | 58 | 78 | 58 | 40 | 48 | 45 |
| lassroom* | 17 | 25 | 32 | 13 | 10 | 32 | 33 | 37 | 18 | 27 | 23 |
| uto Shop* | 43 | 4 | 61 | - | 25 | 21 | 33 | 42 | 42 | 17 | 29 |
| thlectic Field* | 63 | 67 | 89 | 47 | 55 | 74 | 89 | 95 | 70 | 71 | 71 |
| ombinations | 57 | 60 | 39 | 34 | 30 | 31 | 30 | 60 | 39 | 45 | 42 |
| o Information | 34 | 40 | 57 | 50 | 60 | 65 | 71 | 40 | 55 | 50 | 52 |

Percentages run only on "yes" answers; not total answers.

'able 15. Respondents' Answers to the Question, "What Building(s) Might be Used in Place of the School?"

| | 9 N=84 | | 10 N=76 | | 11 N=96 | | 12 N=67 | | All Grades N=323 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | M | F | M | F | M | F | M | F | Total |
| N's= | 44 | 40 | 44 | 32 | 45 | 51 | 35 | 32 | 168 | 155 | 323 |
| outh Center Building lternatives | % | % | % | % | % | % | % | % | % | % | % |
| rmory | 9 | 8 | 11 | 13 | - | 26 | - | 13 | 5 | 16 | 10 |
| & P | 24 | 13 | 28 | 25 | 45 | 34 | 40 | 19 | 33 | 24 | 29 |
| 11 Other Combinations | 6 | 21 | 11 | 12 | 8 | 16 | 20 | 21 | 12 | 18 | 15 |
| o Information | 61 | 58 | 50 | 50 | 47 | 24 | 40 | 47 | 50 | 42 | 46 |

Table 16. Respondents' Answers to the Question, "What Age Grouping Should the Youth Center Program be For?"

| | 9 N=84 | | 10 N=76 | | 11 N=96 | | 12 N=67 | | All Grades N=323 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | M | F | M | F | M | F | M | F | Total |
| | N's=44 | 40 | 44 | 32 | 45 | 51 | 35 | 32 | 168 | 155 | 323 |
| Age Grouping? | % | % | % | % | % | % | % | % | % | % | % |
| 10-19 | 21 | 19 | 20 | 24 | 9 | 4 | 21 | 6 | 17 | 12 | 15 |
| 14-19 | 35 | 33 | 38 | 31 | 55 | 49 | 47 | 64 | 44 | 44 | 44 |
| 14-17 | 21 | 23 | 13 | 15 | 4 | 6 | - | 3 | 10 | 12 | 11 |
| 16-19 | 7 | 2 | 11 | 24 | 19 | 35 | 21 | 18 | 14 | 21 | 17 |
| No Information | 16 | 23 | 18 | 6 | 13 | 6 | 11 | 9 | 14 | 11 | 13 |

Table 17. Respondents' Answers to the Question, "Who Should Have Responsibility for the Running and Control of Such a Youth Center?"

| | 9 N=84 | | 10 N=76 | | 11 N=96 | | 12 N=67 | | All Grades N=323 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | M | F | M | F | M | F | M | F | Total |
| | N's=44 | 40 | 44 | 32 | 45 | 51 | 35 | 32 | 168 | 155 | 323 |
| Responsibility for Control of Center | % | % | % | % | % | % | % | % | % | % | % |
| Adults and Youth | 48 | 42 | 37 | 55 | 49 | 56 | 49 | 70 | 45 | 55 | 50 |
| Youth Only | 9 | - | 10 | 15 | 22 | 8 | 14 | 3 | 14 | 8 | 11 |
| Others Adults | 19 | - | 12 | 9 | 4 | 8 | 3 | - | 10 | 5 | 7 |
| All Other Combinations | 6 | 33 | 25 | 15 | 14 | 22 | 23 | 18 | 17 | 20 | 19 |
| No Information | 18 | 25 | 16 | 6 | 11 | 6 | 11 | 9 | 14 | 12 | 13 |

Table 18. Respondents' Answers to the Question, "How Should the Youth Center be Financed?"

| | 9 N=84 | | 10 N=76 | | 11 N=96 | | 12 N=67 | | All Grades N=323 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | M | F | M | F | M | F | M | F | Total |
| | N's=44 | 40 | 44 | 32 | 45 | 51 | 35 | 32 | 168 | 155 | 323 |
| How Should the Center Be Financed? | % | % | % | % | % | % | % | % | % | % | % |
| Admission | 10 | 13 | 4 | 3 | 4 | 2 | 6 | 9 | 6 | 6 | 6 |
| Dues | 14 | 19 | 12 | 19 | 21 | 21 | - | 9 | 11 | 17 | 14 |
| Contributions | 8 | 10 | 15 | 25 | 9 | 8 | 9 | 9 | 10 | 12 | 11 |
| Contributions and Dues | 12 | 19 | 15 | 19 | 4 | 19 | 6 | 18 | 9 | 18 | 13 |
| Contributions, Dues, and Taxes | 4 | 6 | 7 | 3 | 4 | 8 | 24 | 13 | 10 | 7 | 8 |
| All Other Combinations | 34 | 11 | 31 | 25 | 47 | 36 | 34 | 33 | 40 | 30 | 35 |
| No Information | 18 | 22 | 16 | 6 | 11 | 6 | 11 | 9 | 14 | 11 | 13 |

Table 19. Respondents' Answers to the Question, "When Should the Center be Open?"

| | 9 N=84 | | 10 N=76 | | 11 N=96 | | 12 N=67 | | All Grades N=323 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | M | F | M | F | M | F | M | F | Total |
| | N's=44 | 40 | 44 | 32 | 45 | 51 | 35 | 32 | 168 | 155 | 323 |
| Open During | % | % | % | % | % | % | % | % | % | % | % |
| School Year | | | | | | | | | | | |
| WEEKDAYS | | | | | | | | | | | |
| Afternoon | 2 | 9 | 2 | 9 | 2 | - | 3 | 3 | 2 | 5 | 4 |
| Evening | 7 | 5 | 11 | 16 | 13 | 25 | 17 | 21 | 12 | 18 | 15 |
| Both | 52 | 46 | 60 | 56 | 59 | 54 | 51 | 64 | 55 | 54 | 55 |
| All Day | - | 2 | 2 | 3 | 2 | 2 | 6 | 3 | 2 | 3 | 3 |
| No Information | 39 | 38 | 25 | 16 | 24 | 16 | 23 | 9 | 28 | 20 | 24 |
| FRIDAY AND SATURDAY | | | | | | | | | | | |
| Afternoon | - | 8 | - | 13 | - | - | - | 3 | - | 5 | 2 |
| Evening | 10 | 9 | 9 | 16 | 16 | 20 | 20 | 12 | 13 | 15 | 14 |
| Both | 32 | 30 | 28 | 52 | 33 | 40 | 34 | 30 | 32 | 37 | 35 |
| All Day | 24 | 15 | 38 | 6 | 29 | 26 | 26 | 46 | 29 | 24 | 27 |
| No Information | 34 | 38 | 25 | 13 | 22 | 14 | 20 | 9 | 26 | 19 | 22 |
| SUNDAY | | | | | | | | | | | |
| Afternoon | 20 | 15 | 18 | 15 | 18 | 20 | 11 | 15 | 17 | 17 | 17 |
| Evening | 2 | 5 | 4 | 6 | 9 | 12 | 6 | - | 5 | 7 | 6 |
| Both | 14 | 32 | 30 | 57 | 20 | 38 | 46 | 60 | 27 | 45 | 35 |
| All Day | 7 | - | 7 | 3 | 13 | 6 | 3 | 6 | 8 | 4 | 6 |
| No Information | 57 | 48 | 41 | 19 | 40 | 24 | 34 | 19 | 43 | 28 | 36 |
| Open During | % | % | % | % | % | % | % | % | % | % | % |
| Summer | | | | | | | | | | | |
| WEEKDAYS | | | | | | | | | | | |
| Afternoon | 2 | 5 | - | 9 | - | - | - | 3 | 1 | 3 | 2 |
| Evening | 2 | - | 2 | 13 | 4 | 10 | 9 | - | 4 | 6 | 5 |
| Both | 14 | 23 | 12 | 24 | 20 | 26 | 24 | 25 | 17 | 24 | 20 |
| All Day | 48 | 42 | 63 | 45 | 56 | 48 | 47 | 63 | 54 | 50 | 52 |
| No Information | 34 | 30 | 23 | 9 | 20 | 16 | 20 | 9 | 24 | 17 | 21 |
| FRIDAY AND SATURDAY | | | | | | | | | | | |
| Afternoon | 2 | 8 | - | 9 | 2 | - | - | 3 | 1 | 5 | 3 |
| Evening | 2 | 9 | 2 | 9 | 11 | 18 | 9 | 3 | 6 | 11 | 8 |
| Both | 11 | 15 | 13 | 34 | 9 | 18 | 20 | 25 | 13 | 23 | 18 |
| All Day | 42 | 30 | 60 | 39 | 54 | 50 | 42 | 60 | 49 | 44 | 46 |
| No Information | 43 | 38 | 25 | 9 | 24 | 14 | 29 | 9 | 30 | 17 | 24 |
| SUNDAY | | | | | | | | | | | |
| Afternoon | 14 | 10 | 9 | 19 | 18 | 18 | 9 | 13 | 13 | 15 | 14 |
| Evening | 2 | 2 | - | 3 | 7 | 14 | 3 | - | 3 | 6 | 4 |
| Both | 16 | 38 | 43 | 50 | 15 | 36 | 42 | 56 | 29 | 44 | 36 |
| All Day | 11 | - | 7 | 9 | 20 | 8 | 6 | 9 | 11 | 6 | 9 |
| No Information | 57 | 50 | 41 | 19 | 40 | 24 | 40 | 22 | 45 | 29 | 37 |

'able 20. Respondents' Answers to the Question, "What Kinds of Activities Should Be Offered by Such a Center?"

| | 9 N=84 | | 10 N=76 | | 11 N=96 | | 12 N=67 | | All Grades N=323 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | M | F | M | F | M | F | M | F | Total |
| | N's=44 | 40 | 44 | 32 | 45 | 51 | 35 | 32 | 168 | 155 | 323 |
| inds of Activities | % | % | % | % | % | % | % | % | % | % | % |
| ibrary | 46 | 40 | 36 | 38 | 44 | 59 | 49 | 62 | 45 | 50 | 47 |
| nack Bar | 67 | 68 | 75 | 78 | 84 | 92 | 71 | 88 | 76 | 82 | 79 |
| ool Table | 69 | 55 | 75 | 78 | 84 | 73 | 74 | 72 | 79 | 69 | 73 |
| ancing | 62 | 72 | 64 | 81 | 78 | 94 | 80 | 91 | 72 | 85 | 78 |
| arts | 35 | 22 | 45 | 44 | 36 | 35 | 49 | 28 | 41 | 32 | 37 |
| ing Pong | 58 | 60 | 64 | 69 | 58 | 65 | 54 | 59 | 60 | 63 | 62 |
| obby Center | 31 | 32 | 43 | 56 | 42 | 43 | 37 | 47 | 40 | 44 | 41 |
| asketball | 58 | 65 | 73 | 69 | 62 | 59 | 60 | 59 | 65 | 63 | 64 |
| huffleboard | 27 | 20 | 39 | 31 | 20 | 35 | 31 | 25 | 30 | 28 | 29 |
| wimming | 71 | 75 | 75 | 81 | 67 | 78 | 57 | 84 | 70 | 79 | 74 |
| ther | 19 | 25 | 27 | 12 | 29 | 16 | 37 | 50 | 28 | 24 | 26 |
| ombinations | 77 | 78 | 82 | 90 | 91 | 92 | 94 | 90 | 83 | 88 | 85 |
| o Information | 16 | 23 | 16 | 6 | 11 | 6 | 12 | 9 | 14 | 11 | 12 |

'able 21. Respondents' Answers to the Question, "What Kinds of Support Would You be Willing to Give Such a Center?"

| | 9 N=84 | | 10 N=76 | | 11 N=96 | | 12 N=67 | | All Grades N=323 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | M | F | M | F | M | F | M | F | Total |
| | N's=44 | 40 | 44 | 32 | 45 | 51 | 35 | 32 | 168 | 155 | 323 |
| upport By | % | % | % | % | % | % | % | % | % | % | % |
| requent Attendance | 48 | 42 | 50 | 59 | 71 | 76 | 71 | 78 | 60 | 64 | 62 |
| anning Snack Bar | 45 | 38 | 43 | 72 | 29 | 69 | 31 | 56 | 37 | 59 | 48 |
| leaning | 11 | 25 | 20 | 38 | 20 | 49 | 34 | 50 | 21 | 41 | 30 |
| epairing | 32 | 8 | 25 | 3 | 29 | 4 | 34 | 22 | 30 | 9 | 20 |
| lanning Activities | 32 | 48 | 25 | 50 | 47 | 51 | 54 | 69 | 39 | 50 | 46 |
| ontrol and Supervision | 27 | 8 | 41 | 28 | 33 | 17 | 40 | 25 | 35 | 19 | 27 |
| und Raising | 41 | 50 | 34 | 62 | 36 | 75 | 43 | 72 | 38 | 65 | 51 |
| ombinations | 40 | 70 | 70 | 84 | 70 | 92 | 66 | 91 | 65 | 84 | 71 |
| o Information | 20 | 25 | 27 | 6 | 16 | 6 | 11 | 9 | 18 | 11 | 14 |

Table 22. Respondents' Answers to the Question, "How Do You Feel About Your Parents' Control of You?"

| | 9 N=84 | | 10 N=76 | | 11 N=96 | | 12 N=67 | | All Grades N=323 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | M | F | M | F | M | F | M | F | Total |
| | N's=44 | 40 | 44 | 32 | 45 | 51 | 35 | 32 | 168 | 155 | 323 |
| Parents' Control? | % | % | % | % | % | % | % | % | % | % | % |
| Too Strict | 23 | 28 | 11 | 22 | 16 | 16 | 9 | - | 14 | 14 | 14 |
| About Right | 75 | 68 | 86 | 75 | 80 | 84 | 80 | 97 | 81 | 83 | 82 |
| Not Strict Enough | 2 | 5 | 2 | 3 | 4 | - | 11 | 3 | 5 | 3 | 4 |

Table 23. Respondents' Answers to the Question, "Once Guidelines for Behavior are Established and Agreed upon are These Enforced?"

| | 9 N=84 | | 10 N=76 | | 11 N=96 | | 12 N=67 | | All Grades N=323 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | M | F | M | F | M | F | M | F | Total |
| | N's=44 | 40 | 44 | 32 | 45 | 51 | 35 | 32 | 168 | 155 | 323 |
| Guidelines Enforced? | % | % | % | % | % | % | % | % | % | % | % |
| Yes | 76 | 85 | 82 | 88 | 83 | 86 | 78 | 84 | 80 | 85 | 83 |
| No | 22 | 15 | 18 | 13 | 15 | 14 | 20 | 16 | 18 | 15 | 17 |
| No Information | 2 | - | - | - | 2 | - | 3 | - | 2 | - | 1 |

Table 24. Respondents' Answers to the Question, "Should Your Parents' Say "NO" More Often?"

| | 9 N=84 | | 10 N=76 | | 11 N=96 | | 12 N=67 | | All Grades N=323 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | M | F | M | F | M | F | M | F | Total |
| | N's=44 | 40 | 44 | 32 | 45 | 51 | 35 | 32 | 168 | 155 | 323 |
| Should Parents Say "NO" More Often? | % | % | % | % | % | % | % | % | % | % | % |
| Yes | 8 | 12 | 14 | 10 | 3 | 8 | 15 | 19 | 9 | 12 | 10 |
| No | 33 | 15 | 22 | 10 | 28 | 14 | 22 | 3 | 27 | 11 | 19 |
| No Information | 59 | 73 | 64 | 81 | 69 | 78 | 63 | 78 | 64 | 77 | 71 |

Table 25. Respondents' Answers to the Question, "Should You Have Home Responsibilities?"

| | 9 N=84 | | 10 N=76 | | 11 N=96 | | 12 N=67 | | All Grades N=323 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | M | F | M | F | M | F | M | F | Total |
| | N's=44 | 40 | 44 | 32 | 45 | 51 | 35 | 32 | 168 | 155 | 323 |
| Home Responsibilities? | % | % | % | % | % | % | % | % | % | % | % |
| Yes | 98 | 98 | 100 | 100 | 96 | 98 | 97 | 97 | 98 | 98 | 98 |
| No | 2 | 3 | - | - | 4 | 2 | 3 | 3 | 2 | 2 | 2 |

Table 26. Respondents' Answers to the Questions, "What Do These Home Responsibilities Include?" and "How Many Hours a Week Do These Responsibilities Take?"

| | 9 N=84 | | 10 N=76 | | 11 N=96 | | 12 N=67 | | All Grades N=323 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | M | F | M | F | M | F | M | F | Total |
| | N's=44 | 40 | 44 | 32 | 45 | 51 | 35 | 32 | 168 | 155 | 323 |
| Kinds of Home Responsibilities? | % | % | % | % | % | % | % | % | % | % | % |
| Own Room, Clothes, and Housework | - | 13 | - | 16 | - | 24 | 6 | 7 | 1 | 15 | 8 |
| Own Room, Clothes, Housework, and Babysitting | - | 31 | 2 | 31 | - | 38 | - | 26 | 1 | 31 | 15 |
| Lawn, Clothes, and Room | 28 | - | 16 | - | 28 | - | 21 | - | 23 | - | 12 |
| Lawn, Clothes, Room, Housework | 7 | 8 | 14 | 16 | 9 | 4 | 18 | 32 | 11 | 13 | 12 |
| Lawn, Clothes, Room, Housework, and Babysitting | 5 | 8 | 2 | 13 | 2 | 16 | 3 | 19 | 3 | 14 | 8 |
| All Other Combinations | 58 | 38 | 64 | 24 | 57 | 18 | 46 | 13 | 57 | 25 | 42 |
| No Information | 2 | 2 | 2 | - | 4 | 1 | 6 | 3 | 4 | 2 | 3 |
| Hours Spent in These Responsibilities | % | % | % | % | % | % | % | % | % | % | % |
| Less than 1 | 6 | - | 13 | 6 | 9 | 4 | 8 | - | 10 | 3 | 6 |
| 1-3 | 39 | 33 | 28 | 47 | 34 | 31 | 38 | 22 | 33 | 32 | 33 |
| 3-5 | 26 | 40 | 28 | 19 | 25 | 26 | 26 | 34 | 25 | 30 | 28 |
| More than 5 | 28 | 25 | 29 | 28 | 29 | 37 | 26 | 41 | 29 | 33 | 31 |
| No Information | 2 | 2 | 2 | - | 4 | 2 | 3 | 3 | 3 | 2 | 2 |

Table 27. Respondents' Answers to the Question, "Do You Receive a Set Allowance?" and if Yes, "Who Sets the Allowance?"

| | 9 N=84 | | 10 N=76 | | 11 N=96 | | 12 N=67 | | All Grades N=323 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | M | F | M | F | M | F | M | F | Total |
| N's= | 44 | 40 | 44 | 32 | 45 | 51 | 35 | 32 | 168 | 155 | 323 |
| Do You Receive An Allowance? | % | % | % | % | % | % | % | % | % | % | % |
| Yes | 41 | 38 | 25 | 24 | 33 | 40 | 23 | 31 | 30 | 34 | 32 |
| No | 57 | 62 | 75 | 73 | 64 | 55 | 75 | 66 | 68 | 63 | 65 |
| No Information | 2 | - | - | 3 | 4 | 6 | 3 | 3 | 2 | 3 | 3 |
| Is Yes, Who Sets the Allowance? | % | % | % | % | % | % | % | % | % | % | % |
| Parents | 26 | 25 | 15 | 15 | 32 | 25 | 9 | 17 | 21 | 21 | 21 |
| Both Parents and You | 10 | 12 | 10 | 10 | 1 | 14 | 14 | 14 | 9 | 11 | 11 |
| No Information | 64 | 63 | 75 | 75 | 67 | 61 | 77 | 69 | 70 | 68 | 68 |

Table 28. Respondents' Answers to the Question, "How Much Allowance Do You Receive?"

| | 9 N=84 | | 10 N=76 | | 11 N=96 | | 12 N=67 | | All Grades N=323 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | M | F | M | F | M | F | M | F | Total |
| N's= | 44 | 40 | 44 | 32 | 45 | 51 | 35 | 32 | 168 | 155 | 323 |
| How Much Allowance Do You Receive? | % | % | % | % | % | % | % | % | % | % | % |
| Less than $1 to $3 | 27 | 25 | 13 | 12 | 22 | 24 | 6 | 9 | 18 | 19 | 18 |
| $3.01 to $5 | 12 | 12 | 7 | 7 | 5 | 14 | 17 | 15 | 10 | 12 | 11 |
| Over $5 | - | - | 5 | 6 | 2 | 4 | - | 7 | 2 | 4 | 3 |
| No Information | 61 | 63 | 75 | 75 | 71 | 59 | 77 | 69 | 70 | 65 | 68 |

Table 29. Respondents' Answers to the Question, "If You Do Not Receive a Set Allowance, How Do You Get Spending Money or Money in Addition to Your Allowance?"

| | 9 N=84 | | 10 N=76 | | 11 N=96 | | 12 N=67 | | All Grades N=323 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | M | F | M | F | M | F | M | F | Total |
| N's=44 | 40 | 44 | 32 | 45 | 51 | 35 | 32 | 168 | 155 | 323 | |
| Additional Money to or Instead of an Allowance | % | % | % | % | % | % | % | % | % | % | % |
| Money from Parents | 4 | 37 | 16 | 53 | 16 | 27 | 5 | 34 | 11 | 37 | 25 |
| After School Work | 12 | 17 | 13 | 7 | 11 | 19 | 30 | 12 | 15 | 15 | 15 |
| Parents and After School Work | 7 | 7 | 7 | 7 | 4 | 10 | 5 | 6 | 6 | 6 | 6 |
| Summer Work | 13 | 7 | 2 | 2 | 11 | - | 5 | - | 9 | 3 | 5 |
| Parents and Summer Work | 20 | 7 | 18 | 14 | 25 | 12 | 5 | 10 | 19 | 10 | 15 |
| After School and Summer Work | 12 | 2 | 7 | 2 | 9 | 5 | 34 | 12 | 13 | 5 | 9 |
| All Combinations | 12 | 5 | 21 | 2 | 4 | 2 | 5 | 10 | 9 | 5 | 7 |
| No Imformation | 20 | 18 | 16 | 13 | 22 | 25 | 11 | 16 | 18 | 18 | 18 |
| Combinations With Money from Parents | 42 | 56 | 62 | 76 | 49 | 51 | 20 | 60 | 44 | 59 | 53 |

Table 30. Respondents' Answers to the Ouestion, "If You Work After School, How Many Hours Per Week Do You Work?"

| | 9 N=84 | | 10 N=76 | | 11 N=96 | | 12 N=67 | | All Grades N=323 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | M | F | M | F | M | F | M | F | Total |
| N's=44 | 40 | 44 | 32 | 45 | 51 | 35 | 32 | 168 | 155 | 323 | |
| Numbers of Hours Per Week Worked After School? | % | % | % | % | % | % | % | % | % | % | % |
| Less than 3-5 Hours | 8 | 7 | 2 | 6 | 2 | 6 | 6 | 3 | 4 | 6 | 5 |
| 6-15 Hours | 12 | 7 | 14 | 6 | 8 | 6 | 12 | 9 | 11 | 7 | 9 |
| More than 20 Hours | 7 | 6 | 20 | 6 | 6 | 19 | 48 | 19 | 20 | 13 | 17 |
| No Specification | 10 | 7 | 7 | - | 2 | 2 | - | 10 | 5 | 4 | 4 |
| No Information | 64 | 73 | 57 | 81 | 80 | 67 | 34 | 59 | 60 | 70 | 65 |

Table 31. Respondents' Answers to the Question, "On What Kinds of Things Do You Spend Your Money?"

| | 9 N=84 | | 10 N=76 | | 11 N=96 | | 12 N=67 | | All Grades N=323 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | M | F | M | F | M | F | M | F | Total |
| N's= | 44 | 40 | 44 | 32 | 45 | 51 | 35 | 32 | 168 | 155 | 323 |
| On What Do You Spend Your Money? | % | % | % | % | % | % | % | % | % | % | % |
| Just "Things" | 11 | 5 | 4 | 9 | 2 | 2 | 3 | - | 6 | 4 | 5 |
| Clothes | 2 | 8 | 2 | 13 | - | 6 | - | 6 | 1 | 8 | 4 |
| Things and Clothes | 2 | 20 | 4 | 19 | 4 | 10 | - | 3 | 3 | 13 | 8 |
| Things and Entertainment | 2 | 5 | 7 | - | 2 | 8 | 3 | 13 | 4 | 7 | 5 |
| Things, Clothes, and Entertainment | 9 | 28 | 9 | 22 | 4 | 42 | 6 | 19 | 7 | 28 | 18 |
| Things, Clothes, and Miscellaneous | 12 | 10 | 5 | 9 | - | - | - | 9 | 7 | 7 | 7 |
| All Other Combinations | 63 | 24 | 64 | 38 | 88 | 30 | 88 | 50 | 69 | 33 | 52 |
| No Information | 2 | - | 5 | - | - | 2 | - | - | 3 | - | 1 |

Table 32. Respondents' Answers to the Question, "What Problems Do You Have as a Student?"

| | 9 N=84 | | 10 N=76 | | 11 N=96 | | 12 N=67 | | All Grades N=323 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | M | F | M | F | M | F | M | F | Total |
| N's= | 44 | 40 | 44 | 32 | 45 | 51 | 35 | 32 | 168 | 155 | 323 |
| What Kinds of Student Problems Do You Have? | % | % | % | % | % | % | % | % | % | % | % |
| None | 5 | 10 | 8 | 16 | 14 | 16 | 11 | 16 | 12 | 14 | 13 |
| Career Decisions | - | 18 | 11 | 16 | 11 | 10 | 23 | 13 | 10 | 14 | 12 |
| Career and Course | 7 | 8 | - | 10 | 7 | 4 | 6 | 3 | 6 | 5 | 6 |
| Grades | 16 | 10 | 3 | 10 | 9 | 4 | - | - | 7 | 6 | 7 |
| Grades and Studies | 9 | 5 | 21 | 10 | 5 | 16 | 9 | 7 | 10 | 10 | 10 |
| Grades, Studies, and Careers | 5 | 3 | 3 | - | 5 | 2 | 11 | 13 | 5 | 4 | 5 |
| All Other Combinations | 56 | 46 | 48 | 35 | 47 | 47 | 40 | 45 | 47 | 44 | 44 |
| No Information | 2 | - | 6 | 3 | 2 | 1 | - | 3 | 3 | 3 | 3 |

Table 33. Respondents' Answers to the Ouestion, "Who Do You Talk to If You Have Problems?"

| | 9 N=84 | | 10 N=76 | | 11 N=96 | | 12 N=67 | | All Grades N=323 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | M | F | M | F | M | F | M | F | Total |
| N's= | 44 | 40 | 44 | 32 | 45 | 51 | 35 | 32 | 168 | 155 | 323 |
| Who Do You Talk To About Problems? | % | % | % | % | % | % | % | % | % | % | % |
| Friends | 8 | 7 | 9 | 22 | 13 | 24 | 26 | 19 | 14 | 18 | 16 |
| Parents | 45 | 58 | 36 | 34 | 30 | 42 | 31 | 43 | 30 | 41 | 37 |
| Counselor | 10 | 10 | 7 | - | 2 | - | 6 | 6 | 6 | 4 | 5 |
| Other Combinations | 12 | 12 | 3 | 19 | 15 | 9 | 20 | 6 | 11 | 14 | 12 |
| No Information | 25 | 13 | 45 | 25 | 40 | 25 | 17 | 16 | 39 | 23 | 30 |

Table 34. Respondents' Answers to the Question, "What Subjects Would You Like to Have Included in School in Addition to What You Now Have?"

| | 9 N=84 | | 10 N=76 | | 11 N=96 | | 12 N=67 | | All Grades N=323 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | M | F | M | F | M | F | M | F | Total |
| N's= | 44 | 40 | 44 | 32 | 45 | 51 | 35 | 32 | 168 | 155 | 323 |
| What Subjects Would You Like to Have Included in School in Addition to What you Now Have? | % | % | % | % | % | % | % | % | % | % | % |
| Use of Credit | 7 | 2 | - | 10 | - | 4 | 3 | 7 | 2 | 5 | 3 |
| Filling Out Job Applications and Preparing for an Interview | 5 | 16 | 5 | 17 | 6 | 28 | 3 | 18 | 5 | 20 | 14 |
| Military Obligation | 13 | - | 16 | - | 20 | 2 | 20 | 3 | 18 | 1 | 8 |
| Community Service Available | - | 14 | 5 | 7 | 2 | 9 | 10 | 14 | 4 | 10 | 7 |
| Additional Sex Education Course | 26 | 25 | 21 | 18 | 20 | 9 | 7 | 14 | 19 | 16 | 18 |
| All Other Combinations | 33 | 25 | 37 | 26 | 30 | 26 | 37 | 28 | 32 | 27 | 30 |
| No Information | 16 | 18 | 16 | 22 | 22 | 22 | 20 | 16 | 20 | 21 | 20 |

Table 35. Respondents' Answers to the Question, "Would You be Interested in Auditing No-Credit Courses in Addition to Your Regular Studies Just for Personal Gain?"

| | 9 N=84 | | 10 N=76 | | 11 N=96 | | 12 N=67 | | All Grades N=323 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | M | F | M | F | M | F | M | F | Total |
| N's= | 44 | 40 | 44 | 32 | 45 | 51 | 35 | 32 | 168 | 155 | 323 |
| Would You Like to Audit No-Credit Courses? | % | % | % | % | % | % | % | % | % | % | % |
| Yes | 36 | 66 | 45 | 51 | 65 | 71 | 90 | 91 | 59 | 68 | 63 |
| No | 62 | 32 | 55 | 36 | 33 | 29 | 7 | 9 | 39 | 28 | 35 |
| No Information | 2 | 2 | - | 13 | 2 | - | 3 | - | 2 | 3 | 2 |

Table 36. Respondents' Answers to the Question, "What Persons Other than Teachers do You Talk to About Careers?

| | 9 N=84 | | 10 N=76 | | 11 N=96 | | 12 N=67 | | All Grades N=323 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | M | F | M | F | M | F | M | F | Total |
| N's= | 44 | 40 | 44 | 32 | 45 | 51 | 35 | 32 | 168 | 155 | 323 |
| What Persons other than Teachers do You Talk to About Careers? | % | % | % | % | % | % | % | % | % | % | % |
| Medical | 3 | 19 | 8 | 32 | - | 7 | 3 | 31 | 4 | 21 | 10 |
| Agency People | 3 | 16 | 3 | 4 | 4 | 19 | 3 | 9 | 3 | 13 | 7 |
| Medical and Agency | - | 11 | - | 12 | 4 | 14 | 3 | 6 | 2 | 11 | 5 |
| Skilled Laborers | 19 | 5 | 19 | - | 11 | 2 | 7 | - | 14 | 2 | 7 |
| Company Personnel Managers | 8 | 8 | 6 | 8 | 7 | 5 | - | 3 | 6 | 7 | 5 |
| Clergy | 8 | 14 | 6 | 8 | 7 | 12 | 7 | 13 | 6 | 12 | 8 |
| All Other Combinations | 43 | 20 | 40 | 16 | 27 | 36 | 60 | 38 | 42 | 38 | 40 |
| No Information | 16 | 7 | 18 | 20 | 40 | 5 | 17 | - | 23 | 6 | 18 |
| Combinations Without Clergy | 76 | 70 | 67 | 60 | 41 | 62 | 45 | 60 | 51 | 63 | 57 |

Table 37. Respondents' Answers to the Questions, "Do You Think a Generation Gap Exists Between Youth and Adults?" and "How Do You Think the Generation Gap can be Solved?"

| | 9 N=84 | | 10 N=76 | | 11 N=96 | | 12 N=67 | | All Grades N=323 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | M | F | M | F | M | F | M | F | Total |
| N's= | 44 | 40 | 44 | 32 | 45 | 51 | 35 | 32 | 168 | 155 | 323 |
| Do You Think a Generation Gap Exists? | % | % | % | % | % | % | % | % | % | % | % |
| Yes | 82 | 68 | 69 | 94 | 78 | 80 | 66 | 88 | 74 | 81 | 78 |
| No | 18 | 29 | 26 | 6 | 20 | 20 | 34 | 12 | 24 | 18 | 21 |
| No Information | - | 3 | 5 | - | 2 | - | - | - | 2 | 1 | 1 |
| How Can the Generation Gap be Solved? | % | % | % | % | % | % | % | % | % | % | % |
| No Solution | 25 | 3 | 23 | 22 | 29 | 2 | 9 | 9 | 22 | 8 | 15 |
| Parents Solve | 25 | 25 | 35 | 22 | 27 | 30 | 26 | 9 | 29 | 26 | 27 |
| Youth Solve | 9 | 8 | - | 9 | - | 5 | 9 | 22 | 4 | 10 | 7 |
| Parents and Youth Solve Together | 23 | 22 | 13 | 41 | 22 | 43 | 23 | 22 | 20 | 38 | 29 |
| No Information | 18 | 22 | 30 | 6 | 22 | 20 | 34 | 38 | 26 | 18 | 22 |

Table 38. Respondents' Answers to the Question, "Who Sets the Standards by Which You Live?"

| | 9 N=84 | | 10 N=76 | | 11 N=96 | | 12 N=67 | | All Grades N=323 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | M | F | M | F | M | F | M | F | Total |
| N's= | 44 | 40 | 44 | 32 | 45 | 51 | 35 | 32 | 168 | 155 | 323 |
| Who Sets the Standards by Which You Live? | % | % | % | % | % | % | % | % | % | % | % |
| Parents | 34 | 38 | 25 | 22 | 20 | 14 | 9 | 6 | 23 | 13 | 17 |
| You | 7 | - | 5 | 3 | 9 | 6 | 9 | 16 | 7 | 6 | 7 |
| Combinations | 59 | 63 | 70 | 75 | 71 | 80 | 83 | 78 | 70 | 81 | 76 |

Table 39. Respondents' Answers to the Question, "Do You Feel You Can or Could Work with Other Young People Whose Standards Differ From Yours?"

| | 9 N=84 | | 10 N=76 | | 11 N=96 | | 12 N=67 | | All Grades N=323 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | M | F | M | F | M | F | M | F | Total |
| N's= | 44 | 40 | 44 | 32 | 45 | 51 | 35 | 32 | 168 | 155 | 323 |
| Can You Work with Others Whose Standards Differ From Yours? | % | % | % | % | % | % | % | % | % | % | % |
| Yes | 70 | 81 | 85 | 91 | 89 | 94 | 94 | 97 | 84 | 91 | 88 |
| No | 30 | 16 | 10 | 9 | 11 | 6 | 3 | 3 | 14 | 8 | 11 |
| No Information | - | 3 | 5 | - | - | - | 3 | - | 2 | 1 | 1 |

Table 40. Respondents' Answers to the Question, "What is Your Dating Pattern?

| | 9 N=84 | | 10 N=76 | | 11 N=96 | | 12 N=67 | | All Grades N=323 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | M | F | M | F | M | F | M | F | Total |
| N's= | 44 | 40 | 44 | 32 | 45 | 51 | 35 | 32 | 168 | 155 | 323 |
| Dating Pattern? | % | % | % | % | % | % | % | % | % | % | % |
| Don't | 30 | 53 | 34 | 41 | 29 | 16 | 20 | 16 | 29 | 37 | 33 |
| Occasionally | 45 | 30 | 43 | 22 | 53 | 39 | 37 | 34 | 45 | 27 | 36 |
| Frequently | 16 | - | 2 | 13 | 9 | 14 | 15 | 31 | 10 | 12 | 11 |
| Steady | 9 | 12 | 21 | 25 | 9 | 31 | 28 | 19 | 16 | 24 | 20 |

Table 41. Respondents' Answers to the Question, "What Access Do You Have to a Car?"

| | 9 N=84 | | 10 N=76 | | 11 N=96 | | 12 N=67 | | All Grades N=323 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | M | F | M | F | M | F | M | F | Total |
| N's= | 44 | 40 | 44 | 32 | 45 | 51 | 35 | 32 | 168 | 155 | 323 |
| Access to Car? | % | % | % | % | % | % | % | % | % | % | % |
| Own | 12 | 2 | 15 | 9 | 38 | 4 | 46 | 10 | 27 | 6 | 17 |
| Family | 24 | 2 | 24 | 16 | 30 | 53 | 37 | 71 | 28 | 41 | 33 |
| Limited | 46 | 63 | 43 | 59 | 31 | 35 | 17 | 13 | 35 | 38 | 37 |
| No Information | 18 | 83 | 18 | 16 | 2 | 8 | - | 6 | 10 | 15 | 13 |

Table 42. Respondents' Answers to the Question, "Do You Feel Religion has Anything to Offer You Personally?"

| | 9 N=84 | | 10 N=76 | | 11 N=96 | | 12 N=67 | | All Grades N=323 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | M | F | M | F | M | F | M | F | Total |
| N's=44 | 40 | 44 | 32 | 45 | 51 | 35 | 32 | 168 | 155 | 323 | |
| Does Religion Have Anything to Offer? | % | % | % | % | % | % | % | % | % | % | % |
| Yes | 76 | 86 | 75 | 89 | 82 | 98 | 93 | 97 | 81 | 90 | 86 |
| No | 19 | 9 | 20 | 12 | 18 | 2 | 4 | - | 16 | 6 | 11 |
| No Information | 5 | 5 | 5 | 9 | - | - | 3 | 3 | 3 | 4 | 3 |

Table 43. Respondents' Answers to the Question, "Do You Plan to Stay in Danville Permanently?"

| | 9 N=84 | | 10 N=76 | | 11 N=96 | | 12 N=67 | | All Grades N=323 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | M | F | M | F | M | F | M | F | Total |
| N's=44 | 40 | 44 | 32 | 45 | 51 | 35 | 32 | 168 | 155 | 323 | |
| Do You Plan to Stay in Danville? | % | % | % | % | % | % | % | % | % | % | % |
| Yes | 45 | 57 | 37 | 33 | 24 | 24 | 6 | 9 | 27 | 32 | 29 |
| No | 46 | 30 | 58 | 54 | 63 | 64 | 63 | 85 | 60 | 58 | 59 |
| No Information | 9 | 13 | 5 | 13 | 13 | 12 | 31 | 6 | 13 | 10 | 12 |

Table 44. Respondents' Answers to the Question, "Where Do You Usually Spend Your Leisure Time on Weekdays and/or Weekends?"

| | 9 N=84 | | 10 N=76 | | 11 N=96 | | 12 N=67 | | All Grades N=323 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | M | F | M | F | M | F | M | F | Total |
| N's=44 | 40 | 44 | 32 | 45 | 51 | 35 | 32 | 168 | 155 | 323 | |
| Where Do You Spend Your Leisure Time? WEEKDAYS | % | % | % | % | % | % | % | % | % | % | % |
| Home | 15 | 30 | 23 | 38 | 19 | 28 | 21 | 16 | 19 | 28 | 23 |
| Home and Friends | 5 | 5 | 9 | 6 | 11 | 2 | 3 | - | 7 | 3 | 5 |
| School and Home | 12 | 3 | 5 | 9 | 5 | 12 | 3 | 6 | 6 | 8 | 7 |
| Danville Area | 7 | - | 18 | - | 9 | 6 | 6 | 3 | 10 | 3 | 6 |
| Danville and Home | 10 | 15 | 14 | 3 | 14 | 10 | 15 | 13 | 13 | 10 | 11 |
| Danville, Home, and Friends | 5 | 3 | 2 | 13 | 5 | 2 | 6 | 16 | 4 | 10 | 7 |
| Danville, School, and Home | 10 | 13 | 5 | 13 | 9 | 22 | 15 | 16 | 9 | 16 | 12 |
| All Other Combinations | 39 | 31 | 24 | 18 | 26 | 16 | 29 | 30 | 29 | 22 | 27 |
| No Information | 7 | - | - | - | 2 | 2 | 2 | - | 3 | 1 | 2 |

Table 44. (Continued)

| | 9 N=84 | | 10 N=76 | | 11 N=96 | | 12 N=67 | | All Grades N=323 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | M | F | M | F | M | F | M | F | Total |
| N's= | 44 | 40 | 44 | 32 | 45 | 51 | 35 | 32 | 168 | 155 | 323 |
| WEEKENDS | % | % | % | % | % | % | % | % | % | % | % |
| Home | 2 | 10 | 14 | 16 | 4 | 2 | 6 | 3 | 6 | 7 | 7 |
| Friends | 14 | 13 | 11 | 10 | 11 | 2 | 3 | - | 10 | 6 | 8 |
| Home and Friends | 2 | 13 | 7 | 13 | 7 | 2 | 6 | 6 | 5 | 8 | 7 |
| Danville Area | 14 | 3 | 9 | - | 13 | 10 | - | 3 | 10 | 7 | 8 |
| Danville and Home | 5 | - | 7 | 9 | 4 | 12 | 9 | 3 | 6 | 7 | 6 |
| Danville, Friends, and Home | 14 | 23 | 14 | 16 | 9 | 12 | 14 | 16 | 13 | 16 | 15 |
| All Other Combinations | 44 | 35 | 38 | 37 | 52 | 56 | 60 | 66 | 48 | 46 | 46 |
| No Information | 5 | 3 | - | - | - | 4 | 2 | 3 | 2 | 3 | 3 |

Table 45. Respondents' Answers to the Question, "How Do You Generally Spend Your Leisure Time on Weekdays and/or Weekends?"

| | 9 N=84 | | 10 N=76 | | 11 N=96 | | 12 N=67 | | All Grades N=323 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | M | F | M | F | M | F | M | F | Total |
| N's= | 44 | 40 | 44 | 32 | 45 | 51 | 35 | 32 | 168 | 155 | 323 |
| How Do You Generally Spend Your Leisure Time? WEEKDAYS | % | % | % | % | % | % | % | % | % | % | % |
| TV | 12 | 13 | 14 | 3 | 2 | 4 | - | 3 | 8 | 6 | 7 |
| TV, Records, and Visiting | - | 8 | 5 | 19 | 5 | 12 | - | 6 | 3 | 11 | 7 |
| Just "Messing Around" | 10 | 8 | 10 | - | 7 | 2 | 3 | 3 | 8 | 4 | 6 |
| TV and "Messing Around" | - | - | 5 | 3 | 2 | 4 | 6 | 7 | 3 | 4 | 3 |
| TV, "Messing Around," and Records | - | 8 | - | 7 | 2 | 10 | 3 | 7 | 1 | 7 | 5 |
| All Other Combinations | 73 | 60 | 61 | 65 | 80 | 62 | 82 | 71 | 73 | 64 | 69 |
| No Information | 5 | 3 | 5 | 3 | 2 | 6 | 6 | 3 | 4 | 4 | 3 |
| WEEKENDS | % | % | % | % | % | % | % | % | % | % | % |
| Just "Messing Around" | 9 | 3 | 14 | 3 | 9 | 2 | 6 | 7 | 10 | 3 | 7 |
| Just "Messing Around," Dancing, TV, Movies, Records, and Visiting | - | 8 | - | 6 | 5 | 8 | - | 3 | 1 | 6 | 4 |
| 'Messing Around," Dancing, Sports, Movies, TV, Records, and Visiting | - | 5 | 2 | 3 | 5 | 8 | - | 7 | 2 | 6 | 4 |
| Visiting, "Messing Around," Hobbies, Records, TV, Movies, Sports, and Dancing | 9 | 8 | 2 | 3 | 5 | 4 | 3 | 7 | 4 | 5 | 5 |
| All Others | 80 | 71 | 77 | 85 | 74 | 72 | 91 | 70 | 81 | 75 | 77 |
| No Information | 2 | 5 | 5 | - | 2 | 6 | - | 6 | 2 | 5 | 3 |

Table 46. Respondents' Answers to the Question, "Who Do You Really Think Should Regulate the Various Items of Interest and Concern Listed Below?"

| | 9 | | 10 | | 11 | | 12 | | All Grades | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | N=84 | | N=76 | | N=96 | | N=67 | | N=323 | | |
| | M | F | M | F | M | F | M | F | M | F | Total |
| N's= | 44 | 40 | 44 | 32 | 45 | 51 | 35 | 32 | 168 | 155 | 323 |
| "Who Do You Think Should Regulate?" DRUGS | % | % | % | % | % | % | % | % | % | % | % |
| Nobody | 18 | 13 | 7 | 6 | 7 | 12 | - | 3 | 8 | 9 | 9 |
| Each Person | 30 | 13 | 28 | 35 | 31 | 31 | 14 | 24 | 26 | 26 | 26 |
| Parents | 7 | 5 | 2 | 9 | 2 | 2 | 6 | 3 | 4 | 4 | 4 |
| Society | 23 | 36 | 38 | 30 | 42 | 47 | 51 | 40 | 38 | 39 | 38 |
| Each Person and Society | 2 | 5 | 2 | 6 | 9 | 4 | 9 | 3 | 5 | 4 | 5 |
| Each Person, Parents, and Society | 4 | 10 | 15 | - | 5 | 2 | 9 | 18 | 8 | 7 | 7 |
| Other Combinations | 7 | 10 | - | 8 | 2 | 2 | 2 | 6 | 3 | 7 | 5 |
| No Information | 9 | 8 | 9 | 6 | 2 | - | 9 | 3 | 8 | 4 | 6 |
| PREMARITAL SEX | % | % | % | % | % | % | % | % | % | % | % |
| Nobody | 18 | 2 | 9 | 9 | 11 | 10 | 3 | 3 | 11 | 6 | 9 |
| Each Person | 36 | 34 | 64 | 50 | 58 | 55 | 50 | 63 | 52 | 50 | 51 |
| Parents | 18 | 18 | 4 | 23 | 18 | 6 | 11 | 13 | 13 | 14 | 13 |
| Society | 11 | 2 | 4 | 2 | 2 | 12 | 8 | 3 | 7 | 6 | 6 |
| Other Combinations | 6 | 26 | 8 | 3 | 9 | 17 | 22 | 18 | 10 | 17 | 13 |
| No Information | 11 | 18 | 11 | 13 | 2 | - | 6 | - | 7 | 7 | 8 |
| URBAN PROBLEMS | % | % | % | % | % | % | % | % | % | % | % |
| Each Person | 17 | 4 | 15 | 3 | 6 | 8 | 9 | 13 | 12 | 7 | 10 |
| Society | 57 | 57 | 57 | 71 | 86 | 73 | 57 | 75 | 66 | 69 | 68 |
| Other Combinations | 12 | 21 | 19 | 17 | 6 | 13 | 28 | 6 | 15 | 14 | 14 |
| No Information | 14 | 18 | 9 | 9 | 2 | 6 | 6 | 6 | 7 | 10 | 8 |
| COMPULSORY DRAFT | % | % | % | % | % | % | % | % | % | % | % |
| Nobody | 14 | 5 | 20 | 9 | 13 | 14 | 8 | 3 | 14 | 8 | 11 |
| Each Person | 21 | 10 | 14 | 15 | 20 | 22 | 6 | 13 | 16 | 16 | 16 |
| Society | 36 | 42 | 43 | 64 | 65 | 52 | 68 | 75 | 51 | 57 | 54 |
| Other Combinations | 13 | 20 | 12 | 6 | - | 8 | 9 | 9 | 9 | 11 | 10 |
| No Information | 16 | 23 | 11 | 6 | 2 | 4 | 9 | - | 10 | 8 | 9 |

Table 46. (Continued)

| | 9 N=84 | | 10 N=76 | | 11 N=96 | | 12 N=67 | | All Grades N=323 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | M | F | M | F | M | F | M | F | Total |
| | N's=44 | 40 | 44 | 32 | 45 | 51 | 35 | 32 | 168 | 155 | 323 |
| "Who Do You Think Should Regulate?" RURAL PROBLEMS | % | % | % | % | % | % | % | % | % | % | % |
| Each Person | 6 | 7 | 26 | 12 | 5 | 12 | 12 | 16 | 12 | 12 | 12 |
| Society | 53 | 63 | 51 | 70 | 81 | 66 | 60 | 74 | 61 | 68 | 64 |
| Other Combinations | 27 | 20 | 14 | 9 | 12 | 16 | 22 | 9 | 19 | 14 | 17 |
| No Information | 14 | 10 | 9 | 9 | 2 | 6 | 6 | - | 8 | 6 | 7 |
| CHURCH ATTENDANCE | % | % | % | % | % | % | % | % | % | % | % |
| Nobody | 14 | 2 | 15 | 6 | 13 | - | 12 | - | 14 | 2 | 8 |
| Each Person | 44 | 65 | 55 | 70 | 65 | 65 | 65 | 69 | 56 | 67 | 61 |
| Parents | 15 | 9 | 13 | 3 | 7 | 14 | 6 | 3 | 11 | 8 | 10 |
| Society | 11 | 11 | 2 | 6 | 2 | 2 | - | 3 | 4 | 5 | 5 |
| Other Combinations | 5 | 8 | 10 | 9 | 11 | 19 | 11 | 25 | 9 | 15 | 12 |
| No Information | 11 | 5 | 5 | 6 | 2 | - | 6 | - | 6 | 3 | 4 |

## APPENDIX B - ADULT DATA ONLY

Table 1. Respondents by Respondent Category

| Respondent | Husband | | Wife | | Husband and Wife | | Sample Total N=199 | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| Husband | 32 | 100 | | | | | 32 | 16 |
| Wife | | | 87 | 100 | | | 87 | 44 |
| Husband-Wife | | | | | 80 | 100 | 80 | 40 |

Table 2. Respondents' Marital Status

| | Husband N=32 | Wife N=87 | Husband and Wife N=80 | Sample Total N=199 |
|---|---|---|---|---|
| Marital status | % | % | % | % |
| Married | 91 | 93 | 99 | 95 |
| Widowed, Seperated or Divorced | 6 | 7 | - | 4 |
| No information | 3 | - | 1 | 1 |

Table 3. Respondents' and Spouses Ages

| | Husband N=32 | | Wife N=87 | | Husband and Wife N=80 | | Sample Total N=199 | |
|---|---|---|---|---|---|---|---|---|
| Age categories of Husbands and Wives | Husband % | Wife % | Husband % | Wife % | Husband % | Wife % | Husband % | Wife % |
| Under 30-35 | 3 | 6 | 1 | 16 | 3 | 6 | 2 | 10 |
| 36-40 | 21 | 22 | 7 | 20 | 15 | 31 | 13 | 24 |
| 41-45 | 16 | 16 | 17 | 31 | 34 | 29 | 23 | 28 |
| 46-50 | 35 | 3 | 10 | 14 | 24 | 11 | 20 | 13 |
| 51-55 | 13 | 6 | 9 | 12 | 16 | 15 | 13 | 13 |
| 56 and over | 4 | - | 8 | 3 | 5 | 3 | 6 | 3 |
| No information | 9 | 47 | 48 | 3 | 3 | 5 | 23 | 11 |

able 4. Respondents' and Spouses Occupations

| | Husband N=32 | | Wife N=87 | | Husband and Wife N=80 | | Sample Total N=199 | |
|---|---|---|---|---|---|---|---|---|
| usbands and wives ccupational lassifications: | Husband % | Wife % | Husband % | Wife % | Husband % | Wife % | Husband % | Wife % |
| eceased, retired, unemployed, or homemaker only | - | 45 | 2 | 46 | - | 40 | 1 | 43 |
| rofessional | 19 | - | 9 | 4 | 13 | 9 | 12 | 6 |
| arm | 9 | - | 7 | - | 9 | - | 8 | - |
| anager | 16 | - | 3 | - | 3 | - | 4 | - |
| ales and clerical | 6 | - | 3 | 17 | 5 | 14 | 4 | 13 |
| raftsman | 6 | 6 | 6 | 1 | 9 | - | 8 | 1 |
| perator | 13 | 3 | 8 | 5 | 10 | 3 | 10 | 3 |
| ervice | 13 | 9 | 15 | 10 | 18 | 14 | 16 | 12 |
| aborer | 9 | 3 | 16 | 7 | 27 | 6 | 19 | 6 |
| o information | 9 | 34 | 31 | 9 | 6 | 14 | 18 | 16 |

able 5. Numbers of Respondents' Children Currently Living at Home

| umber of children t home | Husband N=32 % | Wife N=87 % | Husband and Wife N=80 % | Sample Total N=199 % |
|---|---|---|---|---|
| one reported | 6 | - | 1 | 2 |
| | 16 | 17 | 19 | 17 |
| | 19 | 31 | 25 | 26 |
| | 19 | 27 | 29 | 26 |
| | 12 | 12 | 14 | 13 |
| | 22 | 10 | 5 | 10 |
| or more | 6 | 3 | 7 | 6 |

Table 6. Age Groupings of Respondents' Children Currently Living at Home

| Age groupings of children at home | Husband N=32 % | Wife N=87 % | Husband and Wife N=80 % | Sample Total N=199 % |
|---|---|---|---|---|
| 12-18 plus any over 18 at home | 42 | 55 | 50 | 50 |
| 6-12, 12-18 | 34 | 32 | 33 | 32 |
| Less than 6, 12-18 plus any over 18 at home | 9 | 6 | 3 | 6 |
| Less than 6, 6-12, 12-18 plus any over 18 at home | 9 | 7 | 13 | 10 |
| No information | 6 | 1 | 1 | 2 |

Table 7. Distances from Center of Danville that Respondents Live

| Distance from Danville | Husband N=32 % | Wife N=87 % | Husband and Wife N=80 % | Sample Total N=199 % |
|---|---|---|---|---|
| Under 1 mile | 31 | 43 | 35 | 37 |
| 1-3 miles | 27 | 21 | 29 | 25 |
| 3-5 miles | 19 | 9 | 13 | 12 |
| Over 5 miles | 19 | 27 | 21 | 24 |
| No information | 3 | - | 2 | 2 |

Table 8. Respondents' Organized Activity Scores

| Organized Activity Scores | Husband N=32 % | Wife N=87 % | Husband and Wife N=80 % | Sample Total N=199 % |
|---|---|---|---|---|
| None reported | 44 | 50 | 32 | 42 |
| Fairly inactive | 19 | 20 | 15 | 18 |
| Fairly active | 25 | 19 | 28 | 23 |
| Extremely active | 12 | 11 | 25 | 17 |

'able 9. Respondents' Feelings Toward the Amount of Youth and Adult Organized Activities

| | | Husband | Wife | Husband and Wife | Sample Total |
|---|---|---|---|---|---|
| | | N=32 | N=87 | N=80 | N=199 |
| 'eeling towards amount of organized activity for: | | % | % | % | % |
| outh? | Adults? | | | | |
| ıot enough | not enough | 31 | 17 | 19 | 20 |
| ıot enough | about right | 41 | 58 | 54 | 53 |
| bout right | too many | 13 | 17 | 21 | 18 |
| .11 other combinations | | 9 | 7 | 6 | 8 |
| lo information | | 6 | - | - | 1 |

'able 10. Respondents' Feelings Toward the Need for a Youth Center in Danville

| | Husband | Wife | Husband and Wife | Sample Total |
|---|---|---|---|---|
| | N=32 | N=87 | N=80 | N=199 |
| ›oes Danville need a 'outh Center | % | % | % | % |
| 'es | 78 | 95 | 90 | 92 |
| lo | 19 | - | 9 | 5 |
| lo information | 3 | 5 | 1 | 3 |

'able 11. Respondents' Reelings Toward the Age Groupings for which Such a Center Should be Established

| | Husband | Wife | Husband and Wife | Sample Total |
|---|---|---|---|---|
| | N=32 | N=87 | N=80 | N=199 |
| ›ge grouping for Youth 'enter? | % | % | % | % |
| 0-19 | 22 | 27 | 32 | 30 |
| .4-19 | 32 | 43 | 38 | 39 |
| .4-17 | 9 | 15 | 18 | 15 |
| .6-19 | 9 | 10 | 3 | 6 |
| lo information | 28 | 5 | 9 | 10 |

Table 12. Respondents' Feelings Toward the Use of the School for Such a Center

| Do you think the school should be used for such a center? | Husband N=32 % | Wife N=87 % | Husband and Wife N=80 % | Sample Total N=199 % |
|---|---|---|---|---|
| Yes | 25 | 31 | 25 | 28 |
| No | 53 | 63 | 62 | 61 |
| No information | 22 | 6 | 13 | 11 |

Table 13. Respondents' Feelings Toward the Use of Some Building (s) other than the Schools for Such a Center

| Should another building be used? | Husband N=32 % | Wife N=87 % | Husband and Wife N=80 % | Sample Total N=199 % |
|---|---|---|---|---|
| Yes | 62 | 72 | 75 | 71 |
| No | 13 | 15 | 11 | 14 |
| No information | 25 | 13 | 14 | 15 |

Table 14. Respondents' Selections of Alternative Buildings other than the School for a Youth Center

| Alternative Buildings? | Husband N=32 % | Wife N=87 % | Husband and Wife N=80 % | Sample Total N=199 % |
|---|---|---|---|---|
| Armory | 6 | 7 | 8 | 7 |
| Y & P | 34 | 48 | 41 | 44 |
| Y & P and Armory | 10 | 11 | 3 | 8 |
| Y. U. B. church | 3 | 3 | 7 | 4 |
| All other combinations | 3 | 5 | 11 | 7 |
| No information | 44 | 26 | 30 | 31 |

able 15. Those Respondents who Favored use of the School for a Youth Center Answers on what Existing School Facilities might be Used for a Youth Center

| hat school facilities ight be used? | Husband % | Wife % | Husband and Wife % | Sample Total % |
|---|---|---|---|---|
| afeteria | 6 | 14 | 11 | 12 |
| uditorium | 9 | 23 | 18 | 20 |
| ym | 25 | 25 | 26 | 26 |
| ibrary | 9 | 14 | 11 | 12 |
| lassrooms | 6 | 5 | 5 | 5 |
| uto shop | 6 | 8 | 11 | 9 |
| thletic Field | 9 | 22 | 21 | 21 |
| o information | 75 | 62 | 74 | 71 |

able 16. Respondents' Answers Regarding the Kinds of Activities that Might be Included in Youth Center Program

| inds of activities? | Husband % | Wife % | Husband and Wife % | Sample Total % |
|---|---|---|---|---|
| ibrary | 45 | 40 | 44 | 42 |
| nack bar | 63 | 88 | 79 | 79 |
| ool table | 55 | 63 | 67 | 62 |
| ancing | 73 | 93 | 90 | 87 |
| arts | 47 | 49 | 57 | 51 |
| ing pong | 63 | 66 | 80 | 70 |
| obbie center | 50 | 54 | 50 | 51 |
| asketball | 41 | 47 | 52 | 48 |
| huffle board | 63 | 49 | 54 | 52 |
| wimming | 41 | 37 | 45 | 40 |
| ther | 3 | 9 | 12 | 9 |
| o information | 21 | 4 | 9 | 9 |

Table 17. Respondents' Answers Regarding Who Should Be Responsible for Running Such a Center

| Responsible for running Youth Center? | Husband N=32 % | Wife N=87 % | Husband and Wife N=80 % | Sample Total N=199 % |
|---|---|---|---|---|
| Adults and youth | 40 | 51 | 43 | 48 |
| Adults and youth and parents | 4 | 9 | 11 | 9 |
| Adults and youth and others | 8 | 15 | 5 | 9 |
| Other combinations | 29 | 20 | 33 | 26 |
| No information | 19 | 5 | 8 | 9 |

Table 18. Respondents' Answers Regarding the Times for Such a Center to be Open

| What hours should the Youth Center bo open? | Husband N=32 % | Wife N=87 % | Husband and Wife N=80 % | Sample Total N=199 % |
|---|---|---|---|---|
| Weekdays | | | | |
| Afternoon | 6 | 1 | - | 1 |
| Evening | 54 | 48 | 50 | 50 |
| Both | 6 | 24 | 28 | 22 |
| All day | - | - | 1 | 1 |
| No information | 34 | 27 | 21 | 26 |
| Friday and Saturday | | | | |
| Afternoon | 2 | - | - | 10 |
| Evening | 48 | 54 | 49 | 50 |
| Both | 22 | 29 | 28 | 27 |
| All day | 3 | 7 | 9 | 9 |
| No information | 25 | 10 | 14 | 14 |
| Sunday | | | | |
| Afternoon | 22 | 20 | 25 | 21 |
| Evening | - | 8 | 3 | 5 |
| Both | 12 | 18 | 26 | 20 |
| All day | - | 1 | - | 1 |
| No information | 66 | 53 | 46 | 52 |

Table 19. Respondents' Answers Regarding How Such a Center Should Be Financed

| How should the Youth Center be financed? | Husband N=32 % | Wife N=87 % | Husband and Wife N=80 % | Sample Total N=199 % |
|---|---|---|---|---|
| Taxes | 13 | 25 | 25 | 23 |
| Service groups | 10 | 14 | 15 | 14 |
| Service and taxes | 6 | 7 | 5 | 6 |
| Young people, taxes and/or service | 8 | 28 | 25 | 24 |
| Young people, others, and/or taxes and service | 35 | 18 | 15 | 19 |
| No information | 28 | 8 | 15 | 14 |

Table 20. Respondents' Answers to the Question, "How do you feel about the degree of control exerted by you on your children?"

| Control of children- Do you feel you are? | Husband N=32 % | Wife N=87 % | Husband and Wife N=80 % | Sample Total N=199 % |
|---|---|---|---|---|
| Too strict | 3 | 4 | 3 | 4 |
| About right | 70 | 74 | 65 | 69 |
| Not strict enough | 20 | 21 | 31 | 25 |
| No information | 6 | 1 | 1 | 2 |

Table 21. Respondents' Answers to the Question, "Do you enforce guidelines once they are established?"

| Do you enforce established guidelines? | Husband N=32 % | Wife N=87 % | Husband and Wife N=80 % | Sample Total N=199 % |
|---|---|---|---|---|
| Yes | 97 | 93 | 96 | 94 |
| No | - | 5 | 3 | 4 |
| No information | 3 | 2 | 1 | 2 |

Table 22. Respondents' Answers to the Question, "Should you say "No" more often to your children?

| | Husband | Wife | Husband and Wife | Sample Total |
|---|---|---|---|---|
| | N=32 | N=87 | N=80 | N=199 |
| Should parents say "No" more often to your children? | % | % | % | % |
| Yes | 44 | 40 | 53 | 45 |
| No | 56 | 51 | 38 | 47 |
| No information | - | 9 | 9 | 8 |

Table 23. Respondents Answers to the Questions, "Do you think children should have home responsibilities?" and if yes, "How many hours per week should these responsibilities take?

| | Husband | Wife | Husband and Wife | Sample Total |
|---|---|---|---|---|
| | N=32 | N=87 | N=80 | N=199 |
| Do you think young people should have responsibilities at home? | % | % | % | % |
| Yes | 100 | 100 | 99 | 99 |
| No | - | - | 1 | 1 |
| How many hours a week should these responsibilities take? | % | % | % | % |
| Less than 1 hour | 10 | - | 3 | 3 |
| 1-3 | 7 | 39 | 25 | 27 |
| 3-5 | 50 | 32 | 39 | 38 |
| Over 5 hours | 28 | 26 | 30 | 28 |
| No information | 6 | 3 | 3 | 4 |

Table 24. Respondents' Answers to the Question "What should these home responsibilities include?

| Responsibilities | Husband N=32 % | Wife N=87 % | Husband and Wife N=80 % | Sample Total N=199 % |
|---|---|---|---|---|
| Own room, housework, clothes | 10 | 9 | 4 | 7 |
| Own room, clothes, housework, babysitting | 7 | 7 | 9 | 8 |
| Lawn, room, clothes | 10 | 3 | 6 | 6 |
| Housework, lawn, room, clothes | 16 | 19 | 20 | 19 |
| Housework, lawn, room, clothes babysitting | 18 | 8 | 13 | 12 |
| Everything listed | - | 4 | 9 | 6 |
| Other combinations | 37 | 47 | 38 | 40 |
| No information | 7 | 3 | 1 | 3 |

Table 25. Respondents' Answers to the Questions, "Do you give your junior or senior high children a set allowance?' and if yes, "Who sets the allowance?"

| | Husband N=32 | Wife N=87 | Husband and Wife N=80 | Sample Total N=199 |
|---|---|---|---|---|
| Do you give your junior or senior high children a set allowance per week or month? | % | % | % | % |
| Yes | 44 | 41 | 38 | 39 |
| No | 56 | 55 | 59 | 57 |
| No information | - | 4 | 3 | 4 |
| If yes, who "sets" the allowance? | % | % | % | % |
| You | 25 | 31 | 26 | 27 |
| Both you and your children | 19 | 12 | 13 | 13 |
| No information | 56 | 57 | 61 | 58 |

Table 26. Respondents' Answers to the Question, "How do your children get money in addition to or instead of an allowance?"

| How do your children obtain additional money? | Husband N=32 % | Wife N=87 % | Husband and Wife N=80 % | Sample Total N=199 % |
|---|---|---|---|---|
| Parents | 28 | 28 | 22 | 25 |
| After school work | 6 | 9 | 9 | 9 |
| After school work and parents | 6 | 9 | 6 | 8 |
| Summer work and parents | 6 | 13 | 23 | 16 |
| Other combinations | 16 | 10 | 12 | 12 |
| No information | 38 | 31 | 28 | 31 |

Table 27. Respondents' Answers to the Question, "If after school work is checked "yes" how many hours per week?"

| Hours a week worked if after school work is checked. | Husband N=32 % | Wife N=87 % | Husband and Wife N=80 % | Sample Total N=199 % |
|---|---|---|---|---|
| Less than 5-10 | 6 | 5 | 8 | 7 |
| 10-15 | 3 | 4 | 3 | 3 |
| More than 20 hours | 13 | 10 | 8 | 10 |
| No information | 78 | 81 | 81 | 80 |

Table 28. Respondents' Answers to the Question, "Do you help your children set guidelines for spending their allowance and/or income?

| Do you help your children set guidelines for spending their allowance or income? | Husband N=32 % | Wife N=87 % | Husband and Wife N=80 % | Sample Total N=199 % |
|---|---|---|---|---|
| Yes | 50 | 50 | 54 | 51 |
| No | 47 | 43 | 41 | 43 |
| No information | 3 | 7 | 5 | 6 |

Table 29. Respndents' Answers to the Question, "What do you think are the major problems your children have in school?

| Major problems during school year? | Husband N=32 % | Wife N=87 % | Husband and Wife N=80 % | Sample Total N=199 % |
|---|---|---|---|---|
| Course and career choice | - | - | 21 | 9 |
| Career choice | 14 | 10 | 8 | 9 |
| Class studies | 4 | 11 | 1 | 6 |
| Grades | 16 | 10 | 1 | 7 |
| Grades and career | 19 | 10 | 8 | 10 |
| Grades, career and course of study | 4 | 11 | 8 | 8 |
| Other combinations | 32 | 42 | 43 | 43 |
| No information | 13 | 6 | 10 | 9 |

Table 30. Respondents' Answers to the Question, "What additional subjects do you think should be included in the school curriculum?"

| Additional subjects needed in school curriculum. | Husband N=32 % | Wife N=87 % | Husband and Wife N=80 % | Sample Total N=199 % |
|---|---|---|---|---|
| Use of credit | 22 | 17 | 35 | 25 |
| Use of band services | 25 | 33 | 48 | 38 |
| Job application | 41 | 40 | 51 | 44 |
| Job interview | 55 | 37 | 45 | 41 |
| Military service obligation | 25 | 16 | 25 | 21 |
| Local tax structure | 22 | 22 | 34 | 27 |
| Alcoholic beverages | 31 | 29 | 33 | 31 |
| Narcotics | 34 | 31 | 46 | 38 |
| Marriage and family relationship | 25 | 34 | 30 | 31 |
| Community service | 25 | 17 | 35 | 26 |
| No information | 31 | 20 | 15 | 20 |

Table 31. Respondents' Answers to the Question, "Do you think your junior and senior high children should have the opportunity to audit non-credit courses?"

| | Husband | Wife | Husband and Wife | Sample Total |
|---|---|---|---|---|
| | N=32 | N=87 | N=80 | N=199 |
| Do you think junior and senior high students should have a chance to audit courses? | % | % | % | % |
| Yes | 22 | 27 | 26 | 26 |
| No | 62 | 49 | 58 | 55 |
| No information | 16 | 24 | 16 | 19 |

Table 32. Respondents' Answers to the Questions. "Would you be willing to discuss opportunities in your career with young people?" and if yes, "What size discussion group would you prefer?"

| | Husband | Wife | Husband and Wife | Sample Total |
|---|---|---|---|---|
| | N=32 | N=87 | N=80 | N=199 |
| Would you be willing to discuss opportunities in your field with young people? | % | % | % | % |
| Yes | 62 | 52 | 68 | 60 |
| No | 16 | 25 | 22 | 22 |
| No information | 22 | 23 | 10 | 18 |
| Group size - if yes, would you prefer: | % | % | % | % |
| Individuals | 23 | 20 | 24 | 22 |
| Small groups (3 or 4) | 35 | 22 | 35 | 30 |
| Individual or small group | 1 | 9 | 7 | 6 |
| Large groups | 3 | 1 | 3 | 3 |
| No information | 38 | 48 | 31 | 39 |

Table 33. Respondents' Answers to the Question, "Who would you send your child to for help with career guidance?"

| Career Guidance. | Husband N=32 % | Wife N=87 % | Husband and Wife N=80 % | Sample Total N=199 % |
|---|---|---|---|---|
| Clergy* | 3 | 6 | 11 | 8 |
| Clergy - medical | 3 | 7 | 4 | 6 |
| Clergy - agency | 3 | 5 | - | 3 |
| All | 6 | 9 | 6 | 8 |
| Other combinations | 63 | 65 | 59 | 62 |
| No information | 22 | 8 | 20 | 15 |
| Combination without clergy included | 19 | 26 | 10 | 19 |

*Parents' answers were heavily oriented towards "clergy" even though they had the same answer alternatives as the youth, see Appendix A, Table 36. The youth were more oriented to more specialized help and less clergy oriented then the adults.

Table 34. Respondents' Answers to the Question, "Who sets the standards your children live by?"

| Who sets the standards that your children live by? | Husband N=32 % | Wife N=87 % | Husband and Wife N=80 % | Sample Total N=199 % |
|---|---|---|---|---|
| Parents | 25 | 28 | 22 | 24 |
| A combination of peers, parents, the child himself, school, and other adults | 72 | 70 | 78 | 74 |
| No information | 3 | 2 | - | 2 |

Table 35. Respondents' Answers to the Question, "Who should regulate the several areas of interest and/or concern listed below?"

| Who should control? | Husband N=32 % | Wife N=87 % | Husband and Wife N=80 % | Sample Total N=199 % |
|---|---|---|---|---|
| **Drugs** | | | | |
| Each person | 7 | 22 | 11 | 16 |
| Parents | 13 | 16 | 21 | 18 |
| Society | 18 | 24 | 41 | 30 |
| Society and parents | 33 | 10 | 11 | 16 |
| Nobody | 4 | 3 | 3 | 3 |
| Combination | 7 | 3 | 3 | 3 |
| No information | 18 | 16 | 10 | 15 |
| **Premarital Sex** | | | | |
| Each person | 22 | 27 | 25 | 25 |
| Parents | 53 | 40 | 20 | 33 |
| Society | - | 2 | 1 | 1 |
| Society and parents | 3 | 2 | 2 | 3 |
| Nobody | 6 | 2 | 4 | 3 |
| Combination | 3 | 12 | 35 | 20 |
| No information | 13 | 15 | 13 | 15 |
| **Urban Problems** | | | | |
| Each person | 3 | 6 | 10 | 7 |
| Parents | - | 6 | 4 | 3 |
| Society | 54 | 67 | 56 | 58 |
| Society and parents | 6 | 3 | 3 | 3 |
| Combination | 21 | 8 | 13 | 12 |
| No information | 16 | 20 | 14 | 17 |
| **Compulsory Draft** | | | | |
| Each person | 9 | 9 | 6 | 8 |
| Parents | - | 7 | 3 | 3 |
| Society | 54 | 54 | 59 | 58 |
| Society and parents | 6 | - | 3 | 2 |
| Nobody | 9 | 3 | 4 | 4 |
| Combination | 6 | 3 | 6 | 5 |
| No information | 16 | 24 | 19 | 20 |
| **Rural Problems** | | | | |
| Each person | 3 | 7 | 13 | 9 |
| Parents | 3 | 5 | 3 | 4 |
| Society | 44 | 55 | 44 | 52 |
| Society and parents | 6 | 1 | 1 | 2 |
| Combination | 25 | 8 | 10 | 12 |
| No information | 19 | 24 | 19 | 21 |

'able 36. Respondents' Answers to the Question, "Do you think there is a generation gap?"

| o you think there is generation gap? | Husband N=32 % | Wife N=87 % | Husband and Wife N=80 % | Sample Total N=199 % |
|---|---|---|---|---|
| es | 22 | 12 | 8 | 12 |
| es, qualified | 41 | 63 | 55 | 56 |
| o, qualified | 6 | - | 4 | 3 |
| o | 19 | 18 | 29 | 23 |
| o information | 12 | 7 | 5 | 7 |

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